PERIODICAL ROOM
GENERAL LIBRARY
UNIV. OF MICH.

NOV 24 1930

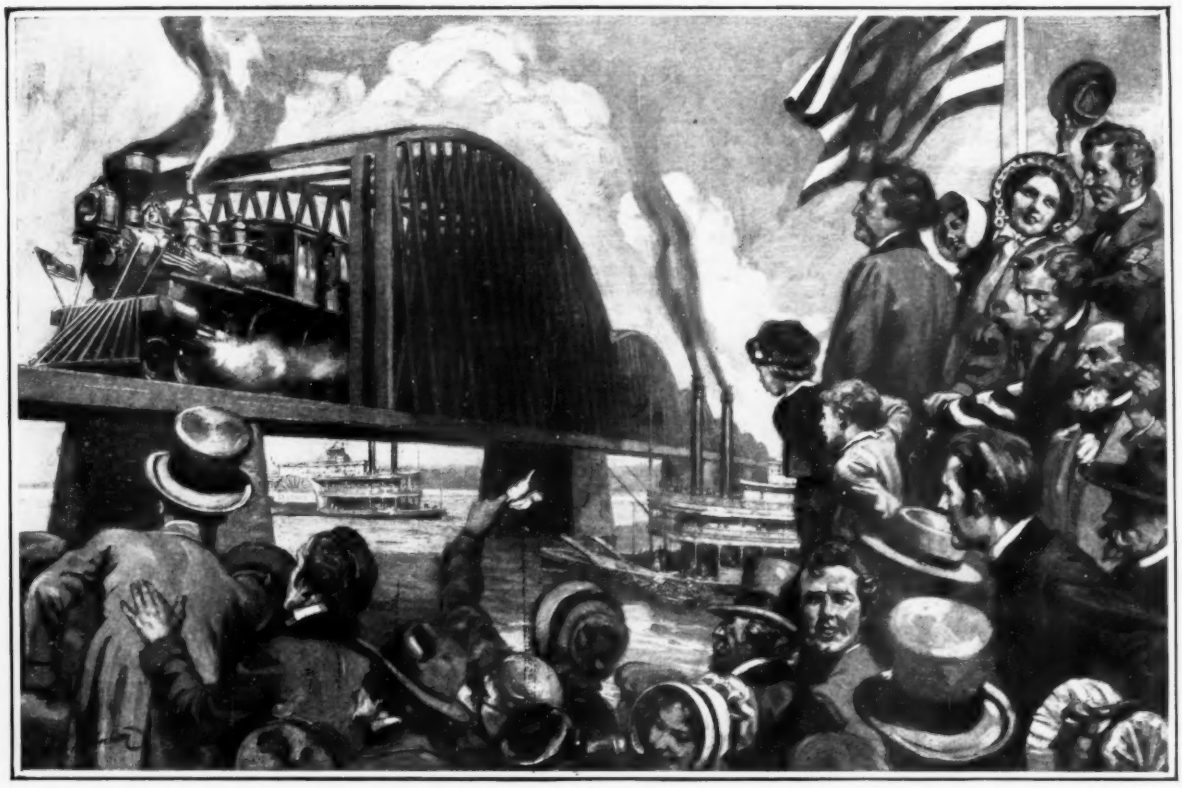
American Vocational Association

NEWS BULLETIN

VOLUME V NUMBER IV

EDUCATION FOR WORK

PUBLISHED IN INDIANAPOLIS, INDIANA NOVEMBER, 1930



Into the Land of the Buffalo

ON AN April morning in 1856 the first bridge to span the Mississippi river was getting its baptism of traffic.

From the Illinois side of the river came a squat locomotive pulling a half-dozen small box cars. With valiant blasts from its whistle, the iron horse snorted its way across to the little town of Davenport, Iowa; and coonskin caps and beaver hats flew into the air, as the crowd cheered the passage.

The pioneer bridge had stood the test. The Mississippi and Missouri railroad extending into the West, was linked with lines leading into the East. One of the greatest epochs in the commercial life of the nation was begun.

And the West was ready for its new commercial development. For an earlier pioneer—the John Deere steel plow—had led the way for that first train across the mighty river.

As the leading outpost of agriculture, the John Deere plow factory, at Moline, Illinois, had been busy for years.

Every year, by the thousands, up and down the Mississippi by boat, and then by wagon far into the land of the Indian and the buffalo, John Deere plows had traveled.

They were conspicuous among the goods at the first store in every pioneer settlement; the first to turn the virgin soil, as the frontiers of farming pressed westward; the chief equipment of those hardy pioneers who carved farms and states from the wild prairie lands, creating the wealth that brought the wheels of commerce rolling from the East.

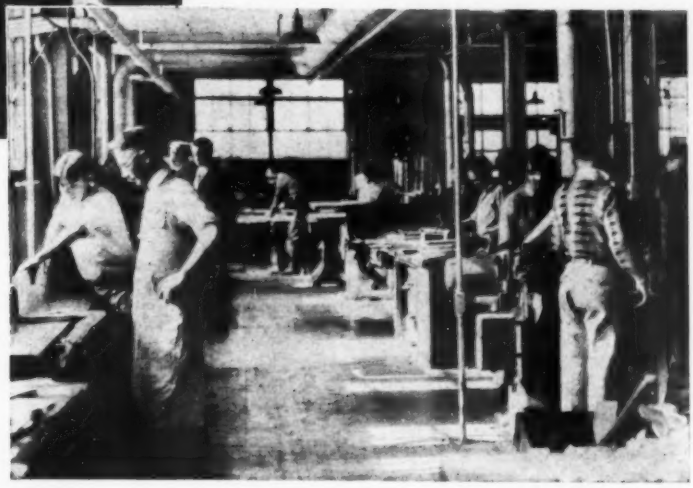
Today, over many bridges, hundreds of trains daily cross the Mississippi and pass westward through vast regions of rich farms where John Deere implements have been in wealth-producing use, every year for three generations.

JOHN DEERE FARM EQUIPMENT

Leader in Quality for nearly a Century

JOHN DEERE
MOLINE, ILL.
THE TRADE-MARK OF QUALITY
MADE FAMOUS BY GOOD IMPLEMENTS

C
th
“
Y
th
P
u



TWO VIEWS of the shops at the Junior Vocational School, Grand Rapids, Michigan. Notice the student at the left using the 36-inch Band Saw, and the student below using the 12-inch Jointer. These boys in a Junior Vocational School *are getting the proper training on production machinery.*

Check

these machines in the "Oliver" Catalog . . .

(Partial list of "Oliver" Machines installed in the Grand Rapids Junior Vocational School)

No. 116D	36-inch Band Saw
No. 183D	Belt Sander
No. 199D	24-inch Surfacer
No. 71D	3-Spindle Universal Borer
No. 585	Variety Oilstone Tool Grinder
No. 166BD	12-inch Jointer

You'll find them to be the same Production machines used in Industry

IT IS significant that in the "Furniture Capital of America," where men are thoroughly familiar with modern woodworking machinery, they choose the same "Olivers" for school instruction that they choose for industrial production. It is also significant when a man such as Principal Reuben R. Green of Junior Vocational School at Grand Rapids says:

"We have found your woodworking machines satisfactory and the service you have given us very excellent. We are proud of these machines. Anyone looking for high-grade machinery will not go astray if he considers 'Oliver' equipment."

The choice of "Oliver" production machinery for Grand Rapids schools is paralleled in hundreds of other communities. Wherever industrial education has been carried past the experimental stage you will find real man-sized machines—quite likely "Oliver" machines.

If you haven't our Catalog, we shall gladly send you one. Write for it today.

Oliver Machinery Company
Grand Rapids, Michigan, U.S.A.

HIGH GRADE MACHINERY

The American School Type Cabinet with Adjustable Top

Solves the problem of suiting the composing stand in the school shop to the height of the student

Patented February 20, 1930

No. 866 (in steel)

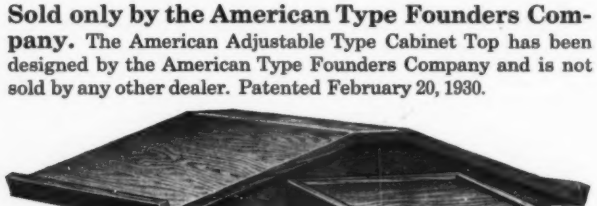
One of the most perplexing problems in the school printshop hitherto has been to adjust the type case to the height of the pupil. After much careful study the Education Department of the American Type Founders Company presents a simple and effective solution to this problem in the form of an adjustable working-bank top for the popular American School Type Cabinet. This top can be raised or lowered from a minimum height of 37 inches to a maximum of 43 inches. Comfortable accommodation is thus provided for both the short pupils and the tall pupils.

The American Adjustable Type Cabinet Top is a Simple and Safe Device. The lifting device consists of two parallel screw posts raised and lowered by nuts operated by spiral gears. The power is applied by means of a removable crank. The instructor can insert the crank and turn it until the top is at the height desired, then he removes the crank and keeps it where pupils cannot obtain it. With the crank removed there is no chance for pupils to tamper with the mechanism. By means of a simple stay, the top is readily made rigid and secure when set at the desired height.

Includes a Handy Galley Bank. The space under the working bank surface is utilized by a drawer with sloping bottom which also serves as a convenient galley bank at the same height as the type case. A hinged lid permits locking this drawer to protect contents from molestation. Being over the front or case side of the cabinet, this galley bank does not require extra floor space, giving a substantial advantage in the layout of the shop. The galley draw is lined with metal to prevent moisture on type from swelling or warping the wood bottom.

Can be Attached to any Flat-Top Cabinet. The American Adjustable Type Cabinet Top can easily be mounted on any flat-top cabinet. All that is required is to bore seven holes and bolt two brackets in place. Teachers of printing will welcome the opportunity thus to do away with case brackets and install working bank tops on their present type cabinets. The mechanism is attached underneath the flat top, out of sight, leaving the cabinet top clear and free from any projections. This top will give a more tidy appearance to the schoolroom than can be secured with case brackets. Regular equipment includes locking device for all cases. (All keys alike.)

Sold only by the American Type Founders Company. The American Adjustable Type Cabinet Top has been designed by the American Type Founders Company and is not sold by any other dealer. Patented February 20, 1930.



Patented February 20, 1930

No. 9179 (in wood)

EDUCATION DEPARTMENT

American Type Founders Company

300 Communipaw Avenue, Jersey City, N. J.

American Vocational Association
NEWS BULLETIN

VOL. V NOVEMBER, 1930 NO. IV

PUBLISHED QUARTERLY BY THE AMERICAN VOCATIONAL ASSOCIATION

THE COMMITTEE ON PUBLICATIONS

R. W. GREGORY, CHAIRMAN
ROOM 225 STATE HOUSE

ADDRESS COMMUNICATIONS PERTAINING TO ADVERTISING *to* STUDIO PRESS, *Publishers* 340 Century Bldg. Indianapolis

Z. M. SMITH, SECRETARY
INDIANAPOLIS, INDIANA

ANNUAL SUBSCRIPTION PRICE TO MEMBERS OF THE ASSOCIATION, TWENTY-FIVE CENTS

ENTERED AS SECOND-CLASS MATTER SEPT. 8, 1926, AT THE POST OFFICE AT INDIANAPOLIS, IND., UNDER ACT OF MARCH 3, 1879

THE PRESIDENT'S MESSAGE

PAUL W. CHAPMAN, *President of the American Vocational Association, Athens, Georgia*

COME TO MILWAUKEE! Not only plan to attend the annual convention of the American Vocational Association yourself, but bring with you the school officials and community leaders whose support and influence you need to further develop your program of vocational education.

It will be a great convention. In a recent issue of *The Milwaukee Journal* there appeared a story about our convention with a 7-column head announcing that 3500 VOCATIONAL LEADERS WILL ATTEND THE A. V. A. CONVENTION. The story stated that this would be the greatest gathering of persons interested in vocational education ever assembled in this country. This is a correct and accurate forecast. All previous attendance records will be broken.

If you haven't already done so, plan to attend this meeting of *your* association.

It is worth the time and money of every vocational education worker in the United States to make a trip to Milwaukee to see the Milwaukee Vocational School. Imagine a plant worth five and one-half millions, located in the down-town section of the city, with an enrollment of more than 31,000 students—one out of every seventeen in the city.

In commenting on "Dr. Cooley's School" the Baltimore Survey of vocational education in the leading cities of the United States says, "This is a 'whale' of an institution of learning and is the largest vocational school in the United States."

But in Milwaukee there are other great schools—The Boys' Technical High School in which the Plumbing Department alone occupies 13,750 sq. ft. of space; The Girls' Trades and Technical High School. These schools boast of remarkable equipment and a student body of more than 3,000.

An opportunity will be afforded to visit many of the Wisconsin cities and get first-hand information concerning their vocational education program. Vocational exhibits from forty Wisconsin cities will be assembled at the convention.

"*Education for Work*"

The theme of the Milwaukee convention of the American Vocational Association is "Education for Work."

For several years we have heard much of education for leisure, but those of us engaged in the field of vocational education know that most of the persons enrolled in our classes are not so much concerned with the problems of leisure as with those incident to making a living through their chosen vocation.

The aim and objective of vocational education is to help the masses of America's citizens learn to work efficiently. There has never been a time in the history of this country when the competition among potential workers has been so keen. Only those with proper training can expect to find permanent, remunerative employment. And only through the returns from such employment can a satisfactory standard of living be maintained.

If the majority of our people can be trained to render some definite vocational service in the complicated scheme of American life, we may expect a fair measure of prosperity. In no other way can it be attained. It therefore seems quite proper for one great national educational organization to select as its convention theme—Education for Work.

In the general programs we expect to bring you the best thought of the country with respect to present-day conditions in business, industry, commerce, agriculture, the home, and all other phases of American vocational life. In the sectional meetings practical problems relating to the several phases of vocational education will be discussed by persons engaged in the work.

At our business session on Thursday evening we will hear a complete report of the recommendations of the National Advisory Committee on Education (The Wilbur Committee) and the American Vocational Association through its House of Delegates, will officially give its reaction to these recommendations.

Throughout our convention we will be most fortunate in having with us the nation's most influential public school officials. The National Association of State Superintendents of Public Instruction will meet in Milwaukee during our convention. This meeting, which has been called by John Callahan, state superintendent of schools for Wisconsin, and Dr. John Cooper, U. S. Commissioner of Education, will open on Monday, December 8, and will have concluded its sessions in ample time to attend the meetings of the A. V. A.

Dr. Willis A. Sutton, superintendent of the Atlanta Public Schools, and President of the N. E. A., will address one of the general sessions of the A. V. A.

COME TO MILWAUKEE! It will be a great convention.

Hotel Schroeder — *Convention Headquarters*

- OFFICERS OF AMERICAN VOCATIONAL ASSOCIATION -

PAUL W. CHAPMAN, *President*
State Director of Vocational Education
Athens, Georgia

Z. M. SMITH, *Secretary*
State Director of Vocational Education
Indianapolis, Indiana

CHARLES W. SYLVESTER, *Treasurer*
Director of Vocational Education
Baltimore, Maryland

EXECUTIVE COMMITTEE

PAUL W. CHAPMAN, *President*
State Director of Vocational Education
Athens, Georgia

L. R. HUMPHERYS
State Supervisor of Agricultural Education
Salt Lake City, Utah

MISS BEULAH I. COON
Assistant Professor of Home Economics Education
University of Chicago
Chicago, Illinois

Z. M. SMITH, *Secretary*
State Director of Vocational Education
Indianapolis, Indiana

MISS EMILY G. PALMER
In Charge of Research and Service
University of California
Berkeley, California

MISS REGINA E. GROVES
Supervisor of the Commercial Department and
Teacher Trainer for the State Board
for Vocational Education
Madison, Wisconsin

CHARLES W. SYLVESTER, *Treasurer*
Director of Vocational Education
Baltimore, Maryland

R. L. COOLEY,
Director of Vocational Education
Milwaukee, Wisconsin

H. L. STANTON
State Supervisor of
Vocational Rehabilitation
Raleigh, North Carolina

WESLEY A. O'LEARY
Deputy State Commissioner of Education
Trenton, New Jersey

THE NEWS BULLETIN

Published by The American Vocational Association

R. W. Gregory, Editor
Room 225, State House
Indianapolis, Ind.

Z. M. Smith, Business Manager
Room 225, State House
Indianapolis, Ind.

A. V. A. Membership Year

In accordance with provisions of the A. V. A. constitution, the membership year of the organization terminates August 31st regardless of when the dues are paid. Membership in the A. V. A. is renewed through affiliated state vocational associations, except in the few states that do not have affiliated organizations. In these few states,—Massachusetts, Montana, New Hampshire, Rhode Island, South Dakota and Vermont—the A. V. A. dues are $3.00 per year, payable direct to the A. V. A. Secretary, Z. M. Smith, Room 225 State House, Indianapolis, Indiana.

Of the above states Massachusetts, Montana and South Dakota have reported that they will affiliate before the time of the Milwaukee convention.

HOUSE OF DELEGATES
of the
AMERICAN VOCATIONAL ASSOCIATION

The House of Delegates of the American Vocational Association will meet in Plankington Hall, City Auditorium, Milwaukee, Wis., at 7:30 P. M., December 11, 1930.

No one will be seated as an official delegate except upon presentation of a certified statement by the secretary of the A. V. A. This certified statement will be issued only to state directors of vocational education, presidents of State vocational associations affiliated with the A. V. A., and to those persons designated in writing by either their state director of vocational education or the president of their State vocational association affiliated with the A. V. A. The list of persons thus designated should be presented in typewritten form. The full name, the official title, and post office should be given for each delegate.

Each State must present its list of delegates to Z. M. Smith, Secretary, American Vocational Association, in Room E, Schroeder Hotel, before one o'clock p. m., Thursday, December 11, 1930.

Each State is entitled to one delegate for each 20 members or major fraction thereof, whose dues for the year beginning September 1, 1930, have been paid to the A. V. A. secretary, before one o'clock p. m., Thursday, December 11, 1930. The state director of vocational education and the president of the affiliated association are members of the House of Delegates by virtue of their offices, if they have paid their A. V. A. dues for the year.

A. V. A. Membership Lists

Your State vocational membership list, accompanied with a remittance of one dollar for each member, should be sent in duplicate very, very soon, to Z. M. Smith, Room 225, State House, Indianapolis, Indiana. The official blank, mailed to state directors and secretaries of State affiliated associations several weeks ago, should be used in transmitting membership lists. If you need additional blanks, please inform the A. V. A. Secretary.

The membership fee for the year begun September 1, 1930, is now due. Each state affiliated association should collect dues from its members and forward remittance of one dollar for each member to the A. V. A. secretary immediately.

What Have You Said?

The advertisers in this and other issues of the News Bulletin deserve your support. They are helping you publish your paper. It is no more than fair that you should lend encouragement to their efforts in behalf of vocational education. You can do two things. Write someone of them a line expressing your appreciation, and drop in and see them in the "Hold of the Ship" at Milwaukee. Now don't shrug your shoulders and "let George do it" but get out the old pen and let the ink flow freely.

Robert H. Rodgers

Robert H. Rodgers, of Wauwatosa, Wisconsin, director of the teacher training and research department of the Milwaukee Vocational School, died in his home of heart attack at noon July 28. He was forty-seven years old.

Mr. Rodgers was born in Portland, Oregon. He served his full time as an apprentice and attained journeyman's status in that trade. He worked as a journeyman for two years but was ambitious for further education. He attended the Oregon state college for three years obtaining his degree of bachelor of science in mechanical engineering. Subsequently he went to Columbia university in New York city where he received the degree of bachelor of science in industrial education.

For two years Mr. Rodgers took post graduate work at Columbia, during which time he taught in the St. George's Evening Trade school, and did settlement work on the east side of New York. He came to Wisconsin for the first time in 1914 as supervisor of practice teaching at Stout Institute, Menomonie, where he remained for five years, advancing to the position of head of the department of industrial education.

Mr. Rodgers returned to New York as the assistant in charge of industrial education in the state department of education at Albany. In 1923 he came to Milwaukee to assume the position which he held at the time of his untimely death.

—R. L. Cooley.

Milwaukee, Next Stop

Now is the time to "pack up your troubles in your old kit bag" and grab a rattler for Milwaukee and the American Vocational Association Convention. The host city will be just so glad to see you as were the "old folks at home" twelve years ago to welcome you back. Come on, renew "old acquaintances" and then partake of the many good things prepared for you.

The Milwaukee Convention

ANNUAL CONVENTION
AMERICAN VOCATIONAL ASSOCIATION, Inc.

Milwaukee, Wisconsin
December 10-13, 1930
Headquarters—Hotel Schroeder

GENERAL SESSIONS

Wednesday evening, December 10
Friday evening, December 12—Banquet and Dance.

SECTION MEETINGS

Thursday afternoon, December 11
Friday forenoon, December 12
Saturday forenoon, December 13

THE SHIP PROGRAM

Friday afternoon, December 12

HOUSE OF DELEGATES MEETING

Thursday evening, December 11.

CONVENTION ARRANGEMENTS

Mr. R. L. Cooley and his convention committees have completed the plans for the annual convention of the American Vocational Association to be held in Milwaukee, Wisconsin, December 10-13, 1930. The several committees, working under the general supervision of Mr. Cooley, have arranged for every detail of the convention activities.

The general sessions and the section meetings will be provided for adequately in the City Auditorium and the Milwaukee Vocational School. The social and information committees will make the convention delegates want to take up permanent residence in Milwaukee. The Committee on publicity has at this early date aroused the desire of hundreds from every section of the country to attend the convention. Advance reports indicate that the attendance will exceed that of former A. V. A. Conventions by a large margin.

PRELIMINARY PROGRAM ANNOUNCEMENTS

1. GENERAL SESSIONS

The general session programs will be arranged for by President Paul W. Chapman. This is a guarantee that the general sessions will be outstanding in interest and importance. The first general session will be held on Wednesday evening, December 10, in the Auditorium of the Milwaukee Vocational School. The other general session will be held in the Crystal Ball Room of the Hotel Schroeder on Friday evening, December 12. This will be the banquet session.

11. Section Meetings

Home Economics

Kilbourne Hall, City Auditorium
Thursday, 2:00 p. m., December 11

CONSTRUCTING A HOME ECONOMICS CURRICULUM TO MEET THE NEEDS OF MODERN FAMILY LIFE.

1. Studies used as a Basis of the Indiana Curriculum. Mary Beeman, Chairman of Department of Home Economics, Ball State Teachers College, Muncie, Indiana.

2. Conditions in a State which Influence the Curriculum. Differences in Home Activities of Girls and Boys Living Under Varying Conditions in the United States. Mattie Pattison, City Supervisor of Home Economics, Spokane, Washington.

3. Revising a City Course of Study on the Basis of Local Conditions. I. Bagley, Teacher Trainer, University of California, Berkeley.

4. Discussion led by Elizabeth E. Amery, State Supervisor of Home Economics, Baltimore, Maryland.

a. What Influence Should Changing Social Conditions Have on the Curriculum?

b. What is the Relation Between Interests of Pupils and Curriculum Content?

c. What Effect Should Activities of Pupils have on Curriculum Construction?

d. What Effect Should Activities of Homemakers Have?

Friday, 9:00 a. m., December 12

MEETING THE NEEDS OF THE HOME ECONOMICS GROUPS OUT OF ALL-DAY SCHOOL

1. Finding the needs of the Working Girl in a City and Meeting Them. Miss Hattie E. Anderson, Assistant in Division of Vocational Teacher Training and Research, Milwaukee Vocational School.

2. Finding the Needs of the Working Girl in the Rural District and Meeting Them. Anna Smrha, Millikan, Nebraska.

3. Building a Program on the Needs of the Adult Homemaker.

Discussion led by—

a. What do part-time girls today need in their daily living—those in the city? Those in the rural district?

b. What is the difference in content for the part-time school girl who works for wages and for the girl who works at home?

c. What are the most pertinent problems of adult homemakers today?

Saturday, 9:00 a. m., December 13

MEASURING THE RESULTS OF OUR TEACHING.

1. What Measures of Pupil Development in Home Economics are Reliable and Valid? Miss Edna Engle, Principal Vocational School, Baltimore, Maryland.

2. What are the Limitations of Objective Tests—How Can They be Effectively Supplemented? Regina Friant, Associate Professor, Home Economics Education, Iowa State College, Ames.

3. Discussion led by Miss Mabel Campbell, Chairman Home Economics Department, University of Missouri, Columbia.

a. When do we know whether our instruction is succeeding or failing?

b. What is the value of objective tests in home economics? What are their limitations?

c. What other measures of results are needed? How can they be used? What are their disadvantages?

Vocational Rehabilitation

Walker Hall, City Auditorium
Thursday, 2:00 p. m., December 11

VOCATIONAL EDUCATION IN REHABILITATION

Chairman: H. L. Stanton, Supervisor of Vocational Rehabilitation, North Carolina.

1. Functioning of Vocational Education in a Rehabilitation Program. Paul W. Chapman, Director of Vocational Education, Georgia.

Discussion Leader—George P. Hambrecht, Director of Vocational Education, Wisconsin.

2. Analysis of Vocational Courses for Teaching and Supervision.

Discussion Leader—J. H. Lasher, Assistant Supervisor of Rehabilitation, Milwaukee, Wisconsin.

3. Arrangement and Supervision of Employment Training Program. Jacob Klaassen, Assistant Supervisor of Rehabilitation, Michigan.

Discussion Leader—Edward I. Benson, Assistant Supervisor of Rehabilitation, Ohio.

Friday, 9:00 a. m., December 12

GUIDANCE IN REHABILITATION

Chairman: W. F. Faulkes, Supervisor of Rehabilitation, Wisconsin.

1. Securing Social Background of Rehabilitation Clients.

Mrs. W. R. Fringer, Chicago, Illinois.

Discussion Leader—Mrs. E. W. Porter, Assistant Supervisor of Rehabilitation, Wisconsin.

2. (Subject to be selected)

Dr. Alexander C. Crockett, Board of Education, Detroit, Michigan.

Discussion Leader—Terry Foster, Federal Board for Vocational Education, Washington, D. C.

3. Selection of Job Objective for Clients Without Vocational Experience.

Oscar M. Sullivan, Director of Rehabilitation, Minnesota.

Discussion Leader—J. H. Hendrickson, Assistant Supervisor of Rehabilitation, Indiana.

Saturday, 9:00 a. m., December 13

OBSTACLES TO PLACEMENT OF CRIPPLES IN INDUSTRY

Chairman: Tracy Copp, Federal Board for Vocational Education, Washington, D. C.

1. Group Insurance (Speaker to be secured)

2. Repressive Physical Examinations (Speaker to be secured)

3. General Policies Against Employment of the Disabled (Speaker to be secured)

Discussion Leader—Dr. John Lapp, Marquette University of Wisconsin.

Agricultural Education

Juneau Hall, City Auditorium
Thursday, 9:00 a. m., December 11

Excursion to Wisconsin Dairy Farms, and local departments of vocational education. Leave Schroeder Hotel at 8:30 a. m. Louis Sasman, State Supervisor of Agricultural Education, Madison, Wisconsin, in charge.

Thursday, 2:00 p. m., December 11

Chairman—F. E. Moore, State Director of Vocational Education, Des Moines, Iowa.

1. The Agricultural Teacher in the Community—A. J. Glover, Editor of Hoards Dairyman, Chicago.

2. Report of Committee on Objectives—Dr. C. H. Lane, Federal Board for Vocational Education, Washington, D. C.

3. Progress Report of Committee on Research—Dr. C. E. Meyers, State Department of Education, Richmond, Va.

4. Report of Committee on Research—Dr. J. C. Blackwell, State Director of Vocational Education, Baltimore, Md.

Friday, 9:00 a. m., December 12

1. Chairman of Committee on Project Records and Record Keeping—H. G. Kenestrick, Chairman, State Department of Education, Columbus, Ohio.

Business session—

(a) Progress Report on AGRICULTURAL EDUCATION Dr. Sherman Dickinson, Editor, and Dr. Z. M. Smith, Business Manager.

(b) Election of Secretary of Agricultural Section.

Saturday, 9:00 a. m., December 13

Chairman—Lester B. Pollom, State Supervisor of Agricultural Education, Topeka, Kansas.

1. A report of Future Farmers of America activities—Henry C. Groseclose, Teacher Trainer, Virginia Polytechnic Institute, Blacksburg, Virginia.

2. Our Next Step in F. F. A. Activities—Dr. C. H. Lane.

3. A progress report on relations with outside organizations—Ray Fife, State Supervisor of Agricultural Education, Columbus, Ohio.

4. Building the Annual Program in Vocational Agriculture—L. R. Larsen, Instructor in Vocational Agriculture, Beaver Dam, Wisconsin.

5. The Problems of the Agricultural Teacher—A. V. Miller, President of National Association of Vocational Agriculture Teachers, Richland Center, Wisconsin.

Part-Time Education

Auditorium A, Milwaukee Vocational School
Thursday, 2:00 p. m., December 11

BEGINNINGS IN PART-TIME EDUCATION

Chairman: Dr. Jennie M. Turner, State Board for Vocational Education, Madison, Wisconsin.

1. Some experiences in initiating continuation education in Wisconsin twenty years ago—G. P. Hambrecht, State Director of Vocational Education, Madison.

2. Movements in Massachusetts which led to the establishment of continuation schools—R. O. Small, State Director of Vocational Education, Massachusetts.

3. Pennsylvania's early contribution to continuation education—L. H. Dennis, Director of Vocational Education, Pennsylvania.

4. New York's early interest and experiments in continuation education—L. A. Wilson, State Director of Vocational Education, New York.

5. California's ten years in continuation education—Mr. John E. Carpenter, Principal, Sacramento Continuation High School.

Friday, 9:00 a. m., December 12

COORDINATION IN PART-TIME EDUCATION

Chairman: Mr. I. S. Noall, State Supervisor of Trade and Industrial Education, Salt Lake City, Utah.

1. A comparative study of present practice in coordination in different types of public trade and industrial schools—J. Ray Stine, Principal, Akron Continuation School, Akron, Ohio.

2. Discussion of the problems of coordination.

Conference leader—Oakley Furney, Specialist in Part-Time Education, State Department of Education, Albany, N. Y. Topics for discussion:

(a) Possibilities and limitations of coordination for 1) renewing apprenticeship, 2) employment service, 3) attendance, 4) curriculum service, 5) home and personal problems, and 6) community cooperation.

(b). Making all types of junior employment educative through coordination-illustrations and examples.
(c) Relative merits of the "trained" general coordinator, the trade coordinator, and the teacher-coordinator in the continuation school.
(d) The training of coordinators.
Summary—Mr. I. S. Noall.

Saturday, 9:00 a. m., December 13

THE PRESENT AND THE FUTURE IN PART-TIME EDUCATION

Chairman: Mr. W. J. Regan, Principal, Central Continuation School, Buffalo, N. Y.

1. The Continuation School, Twenty Years Hence—Robt. L. Cooley, Director Vocational Education, Milwaukee, Wis.
2. Discussion
Remainder of program to be announced later.

Industrial Education

Plankington Hall, City Auditorium
Thursday, 2:00 p. m., December 11

VOCATIONAL EDUCATION AS A CONSTRUCTIVE FACTOR IN INDUSTRY

Chairman: Mr. John Callahan, State Superintendent of Public Instruction, Madison, Wis.

1. A Representative of the Employer Group. (*To be selected*)
2. A Representative of the Employee Group. (*To be selected*)
A State Commission of Education. (*To be selected*)

Friday, 9:00 a. m., December 12

Group 1

Room 560 Milwaukee Vocational School

EXAMPLES OF VOCATIONAL TRAINING IN TYPE INDUSTRIES

1. In a Public Service Corporation—Arthur J. Rowland, Educational Director, Milwaukee Electric Light and Power Company, Milwaukee, Wisconsin.
2. In the Smelting and Refining Industry—Mr. B. N. Richard, Manager, American Smelting and Refining Company, El Paso, Texas.
3. In the Coal Mining Industry—E. B. Neal, Secretary, Virginia Coal Operators Association.
4. In Service Station Management—W. R. Scheel, Director, Vocational Education, Tampa, Florida.
5. In the Restaurant Industry—Sidney Hoedemaker, General Manager, Pig and Whistle Restaurants, Los Angeles, Calif.
6. Discussion Leader: Thomas H. Quigley, Georgia School of Technology, Atlanta, Georgia.

Group 2

Room 654 Milwaukee Vocational School

EXAMPLES OF SCHOOL TRAINING FOR UNSKILLED AND SEMI-SKILLED WORK

Chairman: K. G. Smith, State Supervisor of Trade and Industrial Education, Lansing, Michigan.

1. In the Full-Time Vocational School—G. L. Greenawalt, Principal Vocational School, Jackson, Michigan.
2. In the Part-Time Continuation School—R. F. Johncox, Principal, Rochester Continuation School, Rochester, N. Y.
3. In a Specialized Department of the Day Vocational School—Edward Berman, Principal, Vocational School, Bayonne, N. J.
4. In a Specialized School—M. J. Tracy, Principal, Vocational School, Lynn, Mass.
5. In a Private Trade School—H. G. Williams, Director, Whitfield School of Trades, Detroit, Michigan.

Group 3

Room 650 Milwaukee Vocational School

EXAMPLES OF VOCATIONAL EDUCATION IN A SMALL COMMUNITY

Chairman: H. G. Noyes, Director of Vocational Education, Appleton, Wisconsin.

1. In Wisconsin—E. E. Gunn, Jr., State Supervisor Industrial Education, Madison Wisconsin.
2. In Hawaii—James R. Coxen, Federal Board for Vocational Education, Formerly Director of Vocational Education in Hawaii.
3. In Mississippi—F. J. Hubbard, State Director of Vocational Education, Jackson, Mississippi.
4. In Alabama—E. C. Comstock, State Supervisor of Industrial Education, Montgomery, Alabama.
5. Discussion Leader: N. S. Hunsdon, State Supervisor of Trade and Industrial Education, Austin, Texas.

Group 4

Room 633 Milwaukee Vocational School

TRAINING FOR JUNIOR TECHNICAL POSITIONS IN INDUSTRY

Chairman: Nicholas Ricciardi, State Director of Vocational Education, Sacramento, California.

1. Technical Training in the Automotive Industry—R. A. Audree, Educational Director, Oakland Motor Car Company, Pontiac, Michigan.
2. Technical Courses in the Junior College—J. C. Beswick, Chief, Bureau of Trade and Industrial Education, State Department of Education, Sacramento, California.
3. State Standards for Technical Education—
4. Technical Education in the Telephone Industry (Speaker to be selected)
5. Discussion Leader: Horace B. Griffith, Assistant Superintendent of Schools, Utica, N. Y.

Saturday, 9:00 a. m., December 13

Group 1

Room 560, Milwaukee Vocational School

EXAMPLES OF TRAINING IN INDUSTRY FOR SPECIALIZED OPERATIONS

1. In the Radio Manufacturing Industry—J. G. Biehl, Apprentice Supervisor for the Cincinnati District Board of Education, Columbus, Ohio.
2. In the Paper Products Industry—(*To be selected*)
3. In the Telephone Industry—(*To be selected*)
4. In the Laundry Industry—L. A. Peck, Assistant General Manager, Laundry Owners' National Association of the United States and Canada.
5. Training unskilled and semi-skilled workers for the Mining Industry—George S. Sanders, State Supervisor of Trade and Industrial Education, Phoenix, Arizona.
6. Discussion Leader: Cleo Murtland, Associate Professor of Vocational Education, University of Michigan, Ann Arbor, Michigan.

Group 2

Room 654 Milwaukee Vocational School

SOME RESULTS OF APPRENTICE TRAINING

Chairman: Harold Falk, Vice-President, Falk Corporation, Milwaukee, Wisconsin.

1. In St. Louis—F. J. Jeffrey, Assistant Superintendent Vocational Education, St. Louis, Missouri.
2. In Ohio—E. L. Heusch, State Supervisor, Trade and Industrial Education, Columbus, Ohio.

3. In Wisconsin—George L. Hambrecht, State Director of Vocational Education, Madison, Wisconsin.
4. In New York—Lewis A. Wilson, Assistant Commissioner of Education, Albany, N. Y.
5. In Ontario—F. S. Rutherford, Acting Director of Technical Education, Toronto, Canada. A. W. Crawford, Inspector of Apprenticeship, Department of Labor, Toronto, Canada.
6. In Chicago—(To be selected)

Group 3

Room 650, Milwaukee Vocational School

THE FOREMAN IN INDUSTRY

1. What the Foreman Should Know About Mental Hygiene—Dr. Carlin Zachry, State Teachers' College, Montclair, N. J.
2. Mental Hygiene as a Factor in Job Adjustment (Speaker to be selected)
3. Foreman Training in a Production Organization (Speaker to be selected)
4. The Conference as a Method of Training Foremen (Speaker to be selected)

Industrial Arts

Engleman Hall, City Auditorium
Thursday, 2:00 p. m., December 11

GOOD PRACTICE IN SCHOOL USE OF THE GENERAL SHOP

Chairman: R. W. Selvidge, University of Missouri, Columbia, Missouri.

1. Instructional Implications—F. E. Tusticon, The Stout Institute, Menomonie, Wisconsin.
2. Appropriate Locations—Lee Lamb, Supt. Public Instruction, Flint, Mich.
3. Discussion Leader: W. E. Warner, Ohio State University, Columbus, Ohio.

Friday, 9:00 a. m., December 12

IMPLICATIONS IN INDUSTRIAL ARTS TEACHING DEVELOPMENT

Chairman: George K. Wells, State Supervisor of Industrial Education, Indianapolis, Indiana.

1. Testing as an Efficiency Factor in Industrial Arts Teaching—Roy R. Van Duzee, Supervisor of Industrial Arts, West Allis, Wisconsin.
2. Training Teachers of Industrial Arts—G. F. Weber, Director of Vocational Education, South Bend, Indiana.
3. Discussion Leader: William F. Hunter, Iowa State College, Ames, Iowa.

Saturday, 9:00 a. m., December 13

ANNUAL REPORT OF A. V. A. COMMITTEE ON STANDARDS IN INDUSTRIAL ARTS TEACHING

Chairman: E. E. Ericson, State Teachers' College, Santa Barbara, California.

Vocational Guidance

Room 30, Milwaukee Vocational School
Thursday, 2:00 p. m., December 11

Chairman: R. L. Cooley, Director of Vocational Education, Milwaukee, Wisconsin.

1. National Trends in Guidance Procedures—Emma Pritchard Cooley, Director of Vocational Guidance, New Orleans, La., and President of the National Vocational Guidance Association.
2. The New World in Which We Live—William B. Stout, President, Stout Engineering Laboratory, Detroit, Michigan.
3. Discussion Leader: G. D. Whitney, Director of Department of Vocational Education, University of Pittsburgh, Pittsburgh, Pa.

Friday, 9:00 a. m., December 12

Chairman: Anne S. Davis, Director of Vocational Guidance Bureau, Chicago, Ill.

1. The Organization and Operation of a Program of Guidance, Placement and Coordination in a Part-Time School—William F. Patterson, Director of Guidance and Placement, Milwaukee Vocational School, Milwaukee, Wisconsin.
2. The Administration of Guidance in a Full-Time School System—F. C. Rosecrance, Director of Life Advisement, Milwaukee Public Schools, Milwaukee, Wis.
3. Discussion Leader: Franklin J. Keller, Principal, East Side Continuation School, New York, N. Y.

Saturday, 9:00 a. m., December 13

Chairman: A. H. Edgerton, Director of Bureau of Vocational Guidance and Research, University of Wisconsin, Madison, Wis.

1. Education, Employment and Unemployment—William Leiserson, Professor of Economics, Antioch College, Yellow Springs, Ohio.
2. The Attitude of Organized Labor Toward Guidance—Henry Ohr, Jr., President, Wisconsin Federation of Labor, Milwaukee, Wisconsin.
3. Discussion Leader: Mrs. Jennie M. Turner, Assistant in Teacher-Training, State Board for Vocational Education, Madison, Wisconsin.

Commercial Education

Auditorium B, Milwaukee Vocational School
Thursday, 2:00 p. m., December 11

WHAT CAN THE SCHOOL DO TO PROMOTE TRADE PREPARATION AND TRADE EXTENSION TRAINING?

Chairman: John Malott, Commercial Specialist, U. S. Bureau of Education, Washington, D. C.

1. The Needs of the Retail Selling Business—Department—Chain—Specialty.

Friday, 9:00 a. m., December 12

THE NEEDS OF THE PUBLIC UTILITIES

Chairman: Clay D. Slinker, Director of Business Education, Des Moines, Iowa.

1. Transportation.
2. Power, Heat and Light.
3. Telephone.

Saturday, 9:00 a. m., December 13

Chairman: Earl W. Barnhart, Chief, Commercial Education Service, Federal Board for Vocational Education.

1. Demonstration of Methods of Developing Individuals for Various Positions in the Merchandising Field—L. L. Pidcoe, Manager, Burdick and Murray Company, Madison, Wisconsin.
2. Round Table for discussion of Job Analysis and Surveys necessary for curriculum revision.

Printing Education

Room 633, Milwaukee Vocational School
Thursday, 2:00 p. m., December 11

Chairman: Ira D. Pilliard.

1. Modern Typography—Arthur S. Overbay, President of International Trade Composition Association, Indianapolis, Indiana.

2. Humidity Control, Robert T. Williams, Engineer, Carrier Engineering Corporation, New York, New York.
3. Printing Education, Professor David Gustafson, Head of Department of Printing, Carnegie Institute of Technology, Pittsburgh, Pa.
4. Forest to Presswork, O. H. Runyan, Bradner-Smith Paper Company, Chicago, Ill.
5. Discussion Leader: E. E. Sheldon, R. R. Donnelley & Company, Chicago, Illinois.

Thursday Evening, December 11

Dinner Meeting—Guests of Milwaukee Club of Printing House Craftsmen. The Craftsmen will stage a Bindery Night, going into the problems of folding, etc.

Friday, 9:00 a. m., December 12

Inspection Visit—The Western Printing and Lithograph Company, Racine, Wisconsin. A complete letter press and lithographing plant. Luncheon served at the plant.

Saturday, 9:00 a. m., December 13

Inspection Visits—(1) The Milwaukee Journal, a modern newspaper plant. (2) Western States Envelope Factory

Decorating Instructors

Room 305, Milwaukee Vocational School
Thursday, 9:00 a. m., December 11

1. Address of Welcome, Ted Holland, President of the Milwaukee Master Painters' Association, 1222-46th Street, Milwaukee, Wisconsin.
2. Viewpoints from the Trade, L. F. Lindelof, President of the B. and P. D. and P. H. of America, 217 N. Sixth St., Lafayette, Indiana.
3. Viewpoints of the International Association, J. C. Yonk, President of the International Association of Painters and Decorators, 800 Storle St., Burlington, Wisconsin.
4. How the Journeymen Painters and Decorators can Cooperate with the Schools, F. H. McClain, Representing State Conference of Journeymen Painters and the local Board of Vocational Education, Madison, Wisconsin.
5. What Wisconsin is Doing to Improve the Standards of the Painting and Decorating Industry, H. F. Moers, Secretary-Treasurer of Wisconsin Association of Master Painters, 1556 Holmes Ave., Racine, Wisconsin.

Thursday, 2:00 p. m., December 11

1. Report of the Text Material Committee, Dr. G. P. Whitney, Chairman, Director, Dept. of Vocational Education, University of Pittsburgh, Pittsburgh, Pa.

M. P. Christensen, Instructor, Evening School, Dallas, Tex.
W. T. Scott, Managing Editor, The Painters' Magazine, 12 Gold Street, New York City.
J. A. McCarthy, Assistant for Industrial Education, Trenton, N. J.
G. Tilling, Instructor, Portland, Oregon.
R. P. Benjamin, National Lead Company, St. Louis, Mo.
E. E. Gunn, Jr., Assistant State Director, Vocational Education, Madison, Wis.
Claude Ewing, Instructor, Washburne Trade School, 655 W. 14th St., Chicago, Ill.

2. Growth and Present Status of Painting and Decorating Instruction Throughout the United States, C. E. Rakestraw, Regional Agent, Federal Board for Vocational Education.
3. Organized Training Units, J. A. McCarthy, Assistant for Industrial Education Trenton, N. J.
4. Color Harmony for Painters and Decorators, W. J. Miskella, Director, Finishing Research Laboratories, Chicago, Ill.
5. Problems of Evening School Instruction, M. Koetter, Instructor, Houston, Texas.

Friday, 9:00 a. m., December 12

1. Demonstrations of Plastic Paints and Color Harmony, James Stewart, Eagle Picher Lead Company, 138 N. LaSalle St., Chicago, Ill.
2. Demonstration of Graining, John Yonk, President, International Ass'n of P. & D. 800 Storle St., Burlington, Wis.
3. Demonstration of Paperhanging, A. L. Clark, Apprenticeship Coordinator, Painters' District Council No. 14, 1446 W. Adams St., Chicago, Ill.

Trade School Principals' Association

Committee Room A, City Auditorium
Friday, 9:00 a. m., December 12

1. Duties of a Trade School Principal, R. T. Craigo, Assistant Director, William Hood Dunwoody Industrial Institute, Minneapolis, Minn.
2. Extra Curricular Activities in a Two-Year Trade School, Francis H. Wing, Deputy Superintendent, Board of Education, Buffalo, N. Y.
3. Organization and Curriculum for a Girls' Trade School, Ora A. Blancher, Principal, Girls' Trade and Technical High School, Milwaukee, Wisconsin.
4. Terminal Engineering Courses for Trade Schools, D. W. Castle, Vocational Director, Joliet Township High School and Junior College, Joliet, Illinois.

State Supervisors of Industrial Education

Walker Hall, City Auditorium
Wednesday, 9:00 a. m., December 10

DEVELOPMENT OF CLOSER RELATIONS BETWEEN INDUSTRY AND THE VOCATIONAL SCHOOLS

Leader: K. G. Smith, State Supervisor Trade and Industrial Education, Lansing, Mich.

1. A brief survey of the present situation as shown by such activities as the following: *Continued on Page 44*

Hotel.....Milwaukee, Wisconsin
(Put name of hotel here)
Date.....

Gentlemen: I expect to arrive in Milwaukee.....at.....(p. m.) (a. m.)
(Date here)
Please reserve for me.....(Single) (Double) (Suite), (with) (without) bath.....
(Number of rooms)

Price of room to be about $.....or $.....per day, European plan.

I will be accompanied by (Mr.) (Mrs.) (Miss).....

I will be attending the.....Convention.
(If not attending a convention, cross out this line)

Name.....

Address.....City.....State.....
(Strike Out Words Not Used)

Inadequacy of Present Apprenticeship Laws

DR. STEWART SCRIMSHAW
Professor of Industrial Relations, Marquette University

Apprenticeship is a very old institution. The state is likewise an old institution. Of the two, perhaps apprenticeship is the more ancient. It is not the purpose of this paper to prove the value of apprenticeship itself. Its desirability can be taken for granted. An institution of such long standing involving educational principles so fundamental to all people in every age needs no defense. It remains only to discover some of the desirable applications of apprenticeship to our own day. It is one of these considerations that it is my privilege to discuss. We shall examine what a modern apprenticeship law can accomplish—in other words the contribution that can be made to the effectiveness of apprenticeship by a modern state law to govern apprenticeship relations.

It may be a matter of interest to note that were you to examine the statutes of your respective states you will most probably find some antique stipulations pertaining to apprenticeship of colonial and pre-civil war days. These laws reflect the simplicity as well as the crudity of the times when nearly all of our people were engaged in agriculture. The statutes tell us that children under the age of 12 and 14 years could be apprenticed until their majority. Who are these children? Inmates of Houses of Refuge, Homes for Friendless Children, State Orphan Asylums, Industrial Homes, State Reform Schools, in general, (to quote one of the statutes) "children of drunken, vicious or unfit persons."

Obviously, such apprenticeship legislation is as useful to the commonwealth of today as Noah's Ark would be to cross the Atlantic. These laws are not only obsolete, but stumbling blocks to progress.

A cursory glance at the picture of today shows how woefully behind the necessities of the occasion are these old statutes which treat of apprenticeship. What is it that characterizes this picture?—Less than 25 per cent of our people engaged in agriculture—Great urban industrial populations—The astounding effect of a new industrial revolution heralded by a brilliant array of business and industrial technicians, captains of industry, the efficiency experts, and the perennial purveyors of our much heralded prosperity. But what a wake is left behind! Human wrecks, maladjustments, the unemployed, the obsolete, and the subjects of rehabilitation, the bootlegger, the hi-jacker, the racketeer, and the juvenile criminal. A changed picture indeed! But, would we have the clock turned back? No! We must march forward; but this forward march will succeed only through increasing social intelligence.

We cannot leave apprentices to the operation of uncontrolled economic forces. The apprentices' activities and objectives must be set forth so as to meet not only the needs of the hour as important as that is, but the necessities of tomorrow.

It is such considerations which force us to examine the possibilities of state apprenticeship laws. The changing technique of industry came so fast and developed so far, that the old institution of apprenticeship was not adapted quickly enough to satisfy the conditions which arose from these new developments. Division of labor and the substitution of handicraft by machinery became so overwhelmingly the factors of emphasis that the question of training the man power was not only neglected, but quite largely thought necessary, so deep was the faith in the omnipotence of mechanical power.

Basis for Consideration of State Control

It is now fitting, however, to point out the reasons for renewed interest in state control of apprenticeship after a lapse of so many centuries, and to set them forth as the basis of successful legislation for apprenticeship supervision.

The first of these reasons is the fact that the philosophy of Government keeping its hands off of business, known as Laissez Faire, has proved inadequate. It was this philosophy that proved so large a factor in precipitating the industrial revolution or the machine age; but as a result we sowed the wind and reaped the whirlwind. We allowed economic forces to run wild, and then had to invoke the state to save us from our own folly. In other words we have striking evidence in recent years that the philosophy of Laissez Faire is a failure as a guiding principle of economic life. Government must establish "rules of the game."

The second reason is the peculiar character of modern industrial society. It has been well pointed out by others that the predominant feature of modern society is group activity. People are divided in groups for almost every economic field of endeavor; there are classifications and cross classifications. There are employers, organized, and employes, organized. There are socialists, and trade unionists. Class conscious groups of many varieties are to be found. This very fact has made it necessary to enlarge the functions of the government to promote the ends of social justice, for no single group or combination of groups are safely to be entrusted with so important a factor as the training and development of the nation's youth. Economic groups are seeking private advantages, and not primarily the good of either the individual or the state. Apprenticeship, then, must have the support of, and be controlled by public authority, if it is to function in the interest of the whole society—as subsequent considerations will show.

The third reason for public authority in apprenticeship, is the scientific aspect of industry. Industrial practices today are exceedingly complex, highly developed, and require a background of scientific knowledge. All this presupposes, and actually entails, adequate scientific training of industrial workers. This training industry cannot perform alone. It must have the resources of the state; and there must be available that information, experience, equipment, and teaching personnel that will make it possible for the industrial apprentice to acquire that essential minimum of scientific training which must supplement the manual and mental efforts of his economic production. Apprenticeship training, to be adequate, must have the direct assistance of public authority.

The fourth reason for justification for state statutes for the supervision of apprenticeship is the fact that the modern state is able to apply scientific principles to the art of state administration. In recent times the study of government has revealed scientific aspects of state regulation of industry. It is true that a great deal of this regulation is indirect, but, nevertheless, effective. It is possible now, for the state to effect many things in the interests of all the people, without the attendant abuses so common to governments of earlier times. The science of psychology has contributed something here, as it has in industry. It has revealed rational bases of mutual benefit in cooperation. In brief, it is now known that by properly constituted administrative departments, involving investigations and research, the state can not only regulate in the interests of the whole people, but can do positive good for specific economic groups. The growing popularity of what is termed the fourth branch of government has made it quite easy for many students of industrial problems to turn to the state for the solution of any problem which looms large, and which requires cooperation of all groups. Especially is this true of an institution such as apprenticeship which holds many possibilities for the enhancement of the youth, who are the principals of tomorrow's industrial society.

Continued on Page 14

New Life Members*

MRS. MARY SCHENCK WOOLMAN

The American Vocational Association has been honored by the addition of Mrs. Mary Schenck Woolman to the list of life members. Her action in perpetuating her membership in the Association is but one of many evidences of her far-sightedness in educational statesmanship and of her genuine interest in vocational education.

She was pioneering in the field of vocational education as early as 1902, in which year she organized the Manhattan Trade School with the assistance of a group of social and philanthropic workers. For several years she served as director of this school.

Even preceding this important enterprise, Mrs. Woolman was laying the foundation for the type of vocational education that is at the present time recognized as fundamental by acknowledged authorities in this field of education. As professor of household arts education at Teachers College, Columbia University, from 1893 to 1912, she developed a curriculum that was entirely original in its connection with trade unions, trade preparation, follow-up, academic and art instruction fundamental to industry.

Mrs. Woolman was the first director of the Camp Fire Girls, an organization which she created in 1911 with the assistance of other social workers. She wrote the first manual for this organization.

She is the author of "A Sewing Course" which attracted favorable attention and led to her appointment as professor of household arts education in Teachers College. This first book of hers was followed by "Clothing,—Choice, Care, Cost", "The Making of a Trade School", "Textiles", in which she collaborated with Dr. McGowan of Teachers College, and numerous pamphlets and magazine articles on industrial and educational subjects. She is now writing a book on textile economics to be published by Macmillan.

Her interest and her demonstrated ability in vocational education have been responsible for a large demand on her time to hold office and serve on committees in many clubs and associations, and to direct and assist with investigations in trade education in European countries as well as in our own country.

In 1926, she was awarded a gold medal by the National Institute of Social Sciences "for meritorious social service."

Her many achievements have brought her recognition in "Who's Who in America" and in "Biographical Encyclopedia of American Women."

The educational foundation of Mrs. Woolman's life work was laid in a noted Friend's school in Philadelphia. This early education was supplemented with study in the University of Pennsylvania, Columbia University from which institution she received the B. S. degree in 1897, Harvard University and special study in Europe for parts of five years.

We welcome Mrs. Woolman into the growing family of A. V. A. life members. —Z. M. Smith.

J. F. ARUNDEL

Mr. John F. Arundel, director of vocational education, Cincinnati, Ohio, has been honored with a Life Membership in the American Vocational Association. This honor comes to Mr. Arundel from the trade and industrial teachers of Cincinnati as an appreciation of his qualities of leadership and administrative abilities. The standing of the vocational education program in Cincinnati reflects to the credit of an able administration and the trade and industrial teachers offer this as a testimonial to it.

We congratulate you, Mr. Arundel.

K. G. SMITH

Mr. K. G. Smith, state supervisor of trade and industrial education in Michigan is now a Life Member in the American Vocational Association. Mr. Smith has been rendering a fine service to vocational education in Michigan and in the United States and in recognition the trade and industrial education teachers present this life membership to Mr. Smith. Congratulations are in order and in behalf of his many friends are they extended.

DR. RAY FIFE

The achievements of Dr. Ray Fife, state supervisor of vocational agriculture for Ohio, are explained by a happy combination of native ability, varied and well balanced agricultural and educational experiences, a willingness to work unceasingly, and an outstandingly sympathetic personality which brings out the best in those who work with him. Farm reared in Van Wert County, Ohio, he was successively farm operator, rural school teacher, and district superintendent of schools in his home county, and later assistant state leader of 4-H club work for two years. In 1919 he became assistant professor of agricultural education at the Ohio State University, and in 1921 assumed his present position. During the past year his leadership in education in his own state was recognized by his election to the presidency of the Ohio Vocational Association. He was at the same time secretary of the Vocational Education Section of the National Education Association. As a member of the legislative committee of the American Vocational Association, he was among those largely instrumental in securing the passage of the George-Menges-Reed Act. As a supervisor, his broad contacts and his personal inclinations have led him into very close cooperation with many educational and agricultural organizations, both state and national. Dr. Fife holds degrees from Ohio Northern University and the Ohio State University, and has done graduate work at Cornell University. His Ph. D. degree is from Columbia. His latest major contribution to education, his

* See Pages 42 and 43

dissertation on "The Organization and Financing of Vocational Education in Agriculture for Ohio" is characteristically definite, practical, and forward looking in terms of the development of a comprehensive long time program to meet the educational needs of the farm boy and the farmer.

We as an association and as individuals owe much to the tireless efforts of certain men who have earnestly sought to build up vocational agriculture in Ohio. I am sure that we are not unmindful of these efforts. However, it gives us a real thrill of joy and satisfaction when we are permitted to express our appreciation in a material way.

I feel certain that I express the sentiment of every vocational teacher in Ohio and many of other states when I say that the secretary of the vocational section of the National Education Association, the president of the Ohio Vocational Association, state supervisor of vocational agriculture in Ohio, and our friend, Mr. Ray Fife, is one of those who most richly deserve our sincere appreciation.

To Mr. Fife:—

Mr. Fife, we, your co-workers, genuinely appreciate your untiring effort in behalf of vocational agriculture, in particular, as well as the many other services you have rendered. We feel a real pride in your accomplishments, not only in Ohio but in behalf of vocational education in general. Your ideals and ambitions have been a real inspiration to us. On behalf of your assistants, the teacher trainers and all the vocational agriculture teachers of Ohio, I take great pleasure, and consider it an honor to present to you this life membership in the American Vocational Association.

Time will dim the inscription written hereon and your physical vision may dim likewise, but may that spiritual vision which is strengthened by experience in life's school constantly become clearer, enabling you always to clearly see two hundred men of Ohio in the foreground, and many others of the nation in the background, who hold you high in their respect and esteem.

J. C. Beswick

Mr. J. C. Beswick, supervisor of trade and industrial education for California has been presented with a Life Membership in the American Vocational Association by the trade and industrial education teachers of California, in recognition of his services to that group and to vocational education in California. This is a splendid tribute to a splendid man. Congratulations!

The Hon. Edward R. Kiess

Everyone who knew him, and his friends were many, will be saddened to learn of the death of Congressman Edgar R. Kiess of Pennsylvania. He was a friendly man and even though his interests were many he was never too busy to be friendly and to give attentive audience to those who sought his counsel.

He was a member of the Committee on Education in the House of Representatives and in that capacity was especially interested in the development of vocational education. He never missed an opportunity to give assistance and counsel to those who sought to develop the program of vocational education throughout the country. He was a close observer of vocational education work in his own State and was well informed concerning the work throughout the country. Everyone interested in legislation looking to the development of vocational education will deeply regret his absence from the Committee on Education.

The Legislative Committee of the American Vocational Association extends deepest sympathy to his family and intimate friends.

C. M. Miller, *Chairman.*

* * *

THE RUSSELL SAGE FOUNDATION

We wish to call your attention to Social Work's First Year Book shortly to be published by the Russell Sage Foundation, mention of which is made elsewhere in this issue of the News Bulletin. Considerable space in the publication is being devoted to Vocational Education and we are privileged to use copy prior to the book's appearance. We are specially indebted to Mr. F. E. Andrews, Manager Publication Department for this courtesy.

* * *

THIS IS THE WAY DR. COOLEY DOES IT.

The Milwaukee convention will go over with a satisfactory bang! Why? Because Milwaukee and Wisconsin, under the generalship of Dr. Cooley, has organized thoroughly competent committees and each committee has been and is now working energetically on preparations for the convention.

Dr. Cooley has arranged for Mr. Frank Maas of the Milwaukee Vocational School and a clerical assistant to devote all of each afternoon to the American Vocational Association convention from September 20 until the opening day of the convention.

Secretary Z. M. Smith was in conference with the convention committee in Milwaukee on Saturday, September 20. The convention committee is composed of the chairmen of the several sub-committees. Each chairman made a report on the activities and plans of his respective committee. Mr. Smith was highly pleased with these reports, not only because of the intrinsic worth of the reports but also because of the personal interest manifested by each chairman. The following chairmen were present: Wm. F. Rasche, Milwaukee, finance committee; Thomas W. Boyce, Milwaukee, banquet committee; J. E. Skornicka, Milwaukee, music committee; I. D. Pilliard, Milwaukee, printing committee; John Lasher, Milwaukee, entertainment committee; R. W. Tarbell, Milwaukee, information committee; R. B. Otis, Milwaukee, exhibit committee; John E. Tepoorten, Cudahy, registration committee; H. P. Hurley, West Allis, service committee; Frank A. Maas, Milwaukee, publicity committee; George Hambrecht, Madison, State committee.

* * *

VOCATIONAL EDUCATION*

Charles R. Allen

Vocational Education. It is a well-known fact that many young people leave school as soon as the law will permit, usually to become juvenile workers. A recent study in a New England state shows that these juvenile jobs are short-lived, a boy between the ages of 14 and 16 holding some six different jobs, and at the end of that period earning no more money than when he first went to work. There is a very general feeling that such a gap between the age of school release and entrance into a definite adult occupation means a very inadequate capitalization of this period of life for young people; and that it would be much better for them and for the state if the time were spent in securing a form of training for some type of gainful occupation promising permanence and advancement. The sociological value of aid given to employed adults is obvious, as affecting earning power and hence living conditions.

History and Present Status. Non-professional vocational education began in this country in 1862 when the passage of the Morrill Act by Congress established land-grant colleges. It is, however, only with vocational education of less than college grade that this article deals. Public provision for such education began in Massachusetts in 1906, following the report of the Commission on Industrial and Technical Training, although in at least one state school boards had been given authority to establish trade schools or courses of instruction in trades some 20 years earlier. Almost simultaneously with the Massachusetts law, legislation of a similar character was enacted by Wisconsin; and Indiana passed a vocational education act in 1913. The development, however, under a nation-wide publicly controlled program of voca-

*Social Work's First Year Book

tional education of less than college grade, dates practically from the passage of the national vocational education act—the Smith-Hughes Act—in the spring of 1917.

Attempts at vocational education became a part of the public school system comparatively late in the last century in the form of what is now known as manual training. This work was largely affected by Danish and Scandinavian ideas and procedures. It was generally believed that such training would directly contribute to the earning of a livelihood in the mechanical trades. It was, however, frequently forced upon school administrators against their wishes and under conditions which made it become little more than another type of formalized subject matter. The experience with commercial and agricultural education was much the same.

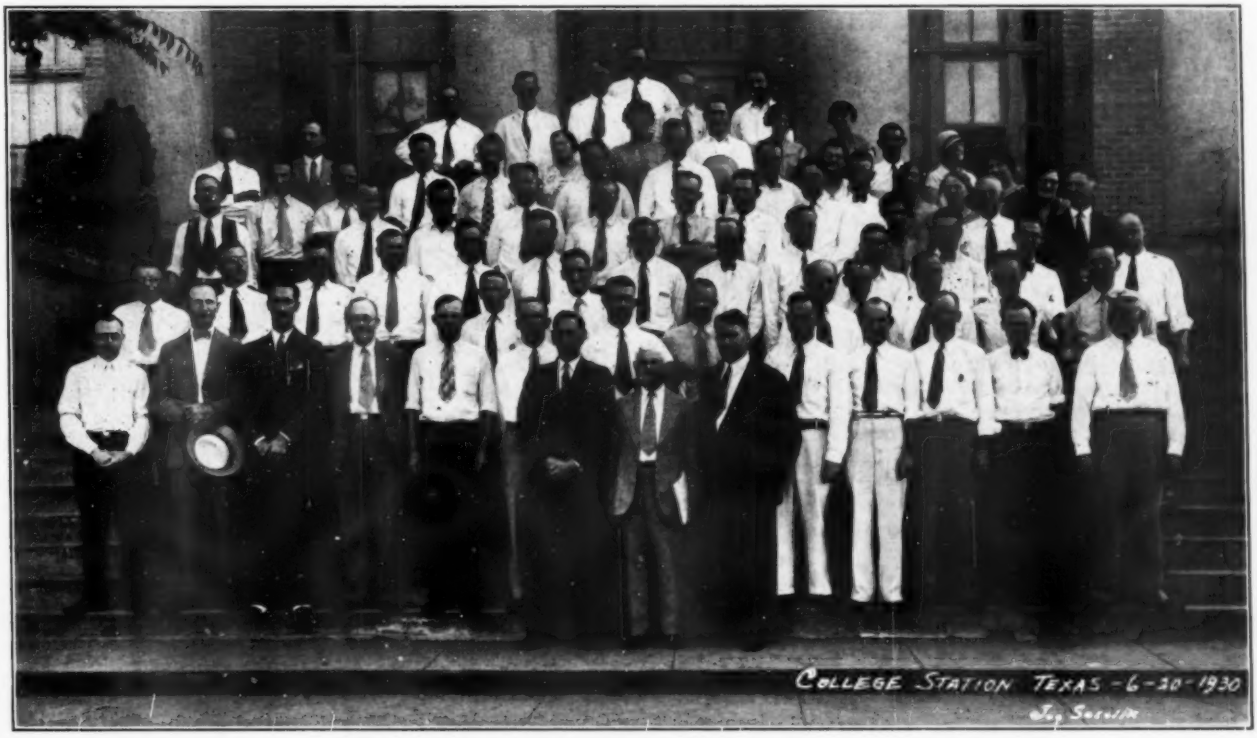
Since 1917 development has been in the direction of differentiating very clearly between manual training and training in the industrial arts on the one hand, and vocational education on the other. The former are now considered desirable activities having very high educational value for a large proportion of secondary school students, whereas vocational education has become recognized as having a distinct set of objectives dealing essentially with work-producing abilities. When the vocational education program was first initiated in this country in the field of trade and industrial education, attention was given almost exclusively to the so-called skilled trades. By contrast, a forthcoming report of the Federal Board for Vocational Education shows approximately 225 different trade and industrial subjects specifically dealt with, and a similar tendency in other fields.

At present the five following groups of agencies provide organized vocational education of less than college grade: Public high schools giving courses in commercial education; schools carrying on programs of vocational education under the provisions of the national act and state plans complementary thereto; privately endowed institutions such as Pratt Institute, Wentworth Institute, Dunwoody Institute, and a variety of others of similar character, nearly all of which may be termed secondary technical schools; schools of private enterprise, some of them operated on a resident student basis; and correspondence schools.

According to the report of the Federal Board for Vocational Education for 1929, there were enrolled in schools and classes meeting the requirements of state plans, something over 1,000,000 students, of whom probably considerably more than half were employed adults. The number of semi-public institutions of a secondary school type is relatively small, as shown by a recent study by the Committee for the Promoting of Engineering Education. There are no statistics available as to private schools. It has been estimated that there are over 1,000,000 students enrolled in correspondence courses.

Under the terms of the national vocational education act approximately $6,000,000 is distributed to the states for the promotion of vocational education of less than college grade in agriculture, trade and industry, and home economics, including part-time schools for juvenile workers. These allotments to each state must be matched by state or local funds or both. At present the average state and local contribution is about $3.00 for every dollar contributed by the federal government. The local expenditure, state, local and federal, under this program has been estimated at approximately $30,000,000, out of $2,275,000,000 expended for all forms of general education, including professional training. The so-called George Reed Act, recently enacted, provides further sums for home economics and agricultural education.

Recently a National Advisory Committee on Education was appointed by the President. It is charged with the responsibility of making a general study of all educational activities with which the federal government is in any way connected.



Trade and Industrial Teachers Conference College Station, Texas

Vocational education is provided in this country through various types of organizations, of which the following are characteristic: (a) Educational agencies in which the program is carried on in the institution itself, as in the case of a great number of trade schools and most engineering schools; (b) part-time schools, providing for alternate periods of employment and instruction; (c) extension courses—or "leisure-time courses," as they are sometimes called—intended specifically to extend the technical knowledge or skill of adults already employed. Such courses are usually carried on by local communities with state and federal aid.

The present situation has some characteristics which are encouraging and some which are not. Among the former are the growing recognition of the principles that efficient vocational education can only be secured where the instructor is a master of the subject he teaches, where the content covers the skill and technical knowledge actually used in the practice of an occupation, and where instruction is confined to those who are able to profit by it and who intend actually to utilize it afterward in the practice of a given gainful occupation. A second encouraging tendency has been a breaking away from the idea that vocational education is concerned only with the professions or skilled trades, and the increasing spread of vocational education programs in all fields.

The other side of the picture is the unwillingness of many communities to give adequate support to such a vocational education program; they still tend to concentrate efforts upon schools and courses whose primary purpose is to fit for college. Another somewhat discouraging feature is that after at least 10 years of experimentation there is still much confusion in the minds of administrators as to the purpose of vocational education and the conditions under which it can be efficiently carried on. Among the causes of inefficiency are the setting of a much greater value on an academic degree, in the selection of teachers, than upon occupational mastery, and the very general, though by no means universal, failure to recognize that vocational education, if it is to function directly in the interests of both employers and employes, demands a form of control in which both interests are represented.

Consider the Honor!

Become a Life Member

Continued from Page 10

What a State Law Must Provide

Having examined the basis of the state interest in apprenticeship, it is now in order to ask "What are the considerations which make a state law necessary and desirable?" At the outset it must be assumed that apprenticeship training is a desirable form of industrial training. We may at this point inquire concerning the essential principles in the institution of apprenticeship which an effective law cannot ignore.

First, the state must determine who shall be allowed to be apprenticed. Apprentices are usually minors—this fact being one of the chief justifications for state participation. The statute must determine the minimum age at which a youth may enter an apprenticeship. Just what this age shall be, whether, for example, it shall be fourteen years of age, or sixteen years, will depend upon what any state regards as good public policy. In order to preclude exploitation of child labor some minimum limit must be determined.

The second consideration for state determination is the nature of the indenture or instrument of agreement. The state must lay down certain principles with reference to what the agreement must cover. Here would be considered the length of apprenticeship, the remuneration, trade to be taught, and special considerations.

The third element with which the statutes must deal is the technique, or the method of making practical application of the principles set forth in the substance of the apprenticeship agreements.

It is unthinkable that any modern state would, or could, make apprenticeship compulsory either with the apprentice or the employer, but this much it can do: it can provide conditions under which apprenticeship must be pursued, or deny the privilege altogether.

How the State Functions in Apprenticeship Administration

What now is the function of state administration of apprenticeship laws? In other words, what is it that the state can or should accomplish in administering apprenticeship supervision? Can it do for apprenticeship what private enterprise is unable to accomplish, or can it do better than industry alone in certain essential features? The answer to this inquiry is manifold. First, the state represents all the people, and it can lay before all classes of people the need for and the efficiency of apprenticeship to employers and to the public, and, better than any other influence, it can point out to boys and girls who enter industry the advisability of chosing this form of industrial opportunity. In brief, it can perform the important function of guiding youth through apprenticeship in choosing their economic opportunity, and that in the best sense of the word, because it can put before the youth, and the parents, the essential objective facts that young people should know about occupations and their own probability of success in them. This prevents much disillusionment later in life, and lessens the possibilities of exploitation of our boys and girls. Much of this work is done through vocational or industrial schools, which it must not be forgotten are institutions of the state. Many of these part-time schools function as vocational guidance institutions—preparation for entering industrial employment, rather than job training.

Second, the state can prevent the institution of apprenticeship from becoming an instrument for exploitation; that is, it can see that boys and girls are not, under the caption of an apprentice, lured into industrial employment where no actual apprenticeship training is given. In most states, it is quite a common experience to see cards in the windows of business establishments asking for apprentices, and likewise to see advertisements in newspapers for apprentices, when those individuals so advertising, may not, in some cases, be able to tell the meaning of apprenticeship. These employers know through experience that some youths are attracted by the word "apprentice." Considerable value is no doubt imputed to the word because of apprenticeship tradition which is handed down from many of our forebears who received their early training in European countries, where apprenticeship is more general than in the United States. Especially is this true of those sections of the United States which have been subject to relatively recent North European immigration.

Third, the state can maintain good will between employers and labor, wherein either are concerned with apprenticeship training. Apprenticeship cannot succeed unless employers and employing groups maintain good relations;—in other words, each has confidence in the other, in all matters which pertain to the training of apprentices. Any other condition would mean that the apprentice would either not exist, or be crushed between the mill stones of suspicion and lack of faith. The state is able to call together interested parties and to conciliate differences whenever they become serious or jeopardize mutual understanding. It is obvious that apprentices cannot be adequately trained without the good will of the workmen themselves. Workmen, notwithstanding the efforts of the employer, may make the working atmosphere desirable or unde-

sirable to the apprentice. After all, is it not the workmen's sons and daughters who are the ones to be recruited for apprentice training?

Fourth, the state can establish and maintain apprenticeship standards. It can take measures to cause modification of the institution of apprenticeship to conform to the ever changing technique of industry, and, at the same time, see that it is maintained with due regard for public policy, and that it measures up to ethical and social standards. It is here where the 'finesse" of apprenticeship administration comes, because no matter how carefully standards may be written into the statute, it is the enforcement, the application of these standards that will spell success or failure for the whole enterprise. It is here where common sense, tolerance, and perhaps all the other human virtues are necessary, for all elements in the community are affected directly or indirectly by the character of these apprenticeship standards.

Fifth, the state can determine what are apprenticeable trades. Since there is so much skepticism about the possibilities for apprenticeship among some educators, it would appear particularly fitting that the private opinion of economic groups would give way to, or at least only assist, the state in determining what are the trades or occupations to which young people should be apprenticed. It is not a fair nor sensible thing to put a young person on a long-term contract to work or learn some specific specialized task. To what extent an employer shall go in affording a variety of experience to the young worker can be determined not by his immediate interests but by the objective and impartial effort of the state. The state can see the possibilities of the situation as affecting the lives of future apprentices and may be able to see the ultimate social consequences, and this in a manner equalled neither by the employes or employers as a class, no matter how far-sighted or public-spirited they may be. This function of apprenticeship administration is certainly one which must be met and answered.

Sixth, there is the question of the length of apprenticeship terms. This, the state can determine because of its access to wide information and broad experience. As a rule, the local industry is not able to appraise the value of this time element beyond the experience of its own particular establishment. The state, on the other hand, considers this term of training as an investment which the youth is to make, and is solicitous for a permanent return to accrue to the boy or girl who makes such an investment. It is a matter of concern, therefore, as to how far the experience gained in any one particular business will be of advantage in other places.

Seventh, there is the determination of the related trade technique that shall be required as a part of the apprenticeship training, otherwise termed the "history of the trade." This is usually established through those agencies of public authority known as the schools. Just where this instruction may be given, and what it shall contain, is again a matter which the state, through its administrative machinery, is alone capacitated to determine.

It is this phase of apprenticeship which constitutes the kernel of the contribution of our time to the apprenticeship concept. It is essential because modern industry is scientific, and no industrial trade or occupation is mastered until the scientific elements are taken into account. It is the basis of the merit of all part-time or cooperative scheme of education. It is the "sine qua non" of both industry and education. It is the result, if you please, of specialization. In other words, it is that essential part of industrial training or apprenticeship which the school only—and the public school generally —can adequately give.

Apprenticeship schemes can have no meaning without this related technical or theoretical instruction, and any plan which attempts to train youth in industrial practices without it is a pure, unadulterated fake.

Eighth, another important function of the state in apprenticeship administration is the adjustment of the differences that may arise between parties to the agreement. What are a few that may arise between parties to the agreement? What are a few of the problems which, safe to assert, can be solved only by the omnipotence of the state? Here are some examples: First, the question of the apprentice's conduct in the situation of a strike. All who have had experience with education in industry know, only too well, of the manifold problems that may arise from this one lone contingency. Second, is the historic problem of the proportion of apprentices to journeymen. Just what the number in any particular situation shall be is a matter which the state alone, through its machinery and its ability to call together the different elements in an industrial enterprise, can determine. Third, is the matter of the cancellation or the annulment of the apprenticeship agreement, in other words, the termination of apprenticeship relations. Who shall determine what is good cause for cancellation? Who shall see that justice prevails? Surely no agency is more competent to determine this than the state. In the disputes which arise in the terms of fulfillment of the agreement, who is to discover the facts in the case and who is it that shall give the impartial judgment? The answer, it would appear, is obvious. It is the state. Fourth, what shall be done with reference to the young man, who violates his agreement and "jumps" his contract without cause? This indeed, is a serious problem. One of the chief benefits of the apprenticeship indenture is the lesson of the significance of agreement. Professor T. N. Carver has properly given some emphasis to agreements and their fulfillment in relation to national prosperity. He says: "One of the greatest discoveries of the human intellect is that large enterprises can be carried out by voluntary agreement among free citizens." And he goes on to show how necessary is the fulfillment of voluntary agreement, if a free society is to be maintained. Contract pervades our whole social and economic life. Business is based upon it and so also are most of our human relations. "Very closely related to the question of intelligence as an economizer of human energy is the factor of mutual confidence. One of the greatest factors in the economy of effort, otherwise called saving of labor, is confidence." It would appear, then, that social and economic welfare demand the enforcement of, or fidelity to agreement. This function of duress belongs only to the sovereign state.

The ninth consideration for state administration of apprenticeship is the fact that the state can maintain adequate and uniform records of experience of apprentices. These records are necessary to show where apprenticeship experience is leading, what achievements have been made, and what improvements in the interests of public policy shall be attempted.

Tenth, as a corollary to adequate records, is apprenticeship certification. This also is eminently a function of the state. Certificates or diplomas are great incentives for successful completion of apprenticeship. They indicate a recognition by organized society of the importance of acquiring skill, and make the individual graduate apprentice feel that he and his work are not without some importance in the life of his time. In fact, it would appear that diplomas were originally given for craft mastery before our modern school diplomas were known. It is quite fitting, therefore, that skill should receive some of its ancient recognition.

As an eleventh and final consideration, let it be remembered that, since the apprentice is an individual without full legal powers to protect himself, the prime function of the state in apprenticeship participation is the protection of the individual apprentice.

NEWS NOTES

NEW YORK

Brooklyn to Have Industrial High School for Girls

Brooklyn has a new industrial high school for girls, which opened with the September term. The school was erected at a cost of $1,354,000. The principal selected is to be a woman who will be assisted by a corps of 81 teachers.

The courses of study include beauty culture, cafeteria work, needle trades, artificial flower making, and power operating and other trades in addition to related technical and general subjects. The courses are two years in length. Only junior high school or elementary school graduates are admitted.

The school has as a part of its activities a placement bureau to secure positions for all graduates.

Textile High School for New York

A new Textile High School for New York City which houses the activities of five branch schools formerly scattered throughout the city was completed and ready for occupancy in October. The building was erected at a cost of $2,650,000 and seats over 2600 pupils. It has an auditorium with a seating capacity of 1000, a swimming pool, separate gymnasiums for boys and girls, a cafeteria and a library.

Exclusive features of the new building are two museums of textile art, a knitting room, spinning room, three millwright shops, an upholstering room, a photo-engraving laboratory, salesmanship rooms, chemical, and testing laboratory, interior decorating room, and illustrating art room and a costume illustration room.

In addition to these buildings an Industrial High School and a Continuation School are to be erected in the Bronx. Another New York borough, Staten Island, is building a combined Continuation and Vocational School. Plans for a Technical High School in Brooklyn are awaiting approval by the Board.

Buffalo to Have New Vocational School

Buffalo opened its new Burgard Vocational High School in September to high school boys in day classes and to trade workers in part time and evening classes. The courses given include automobile mechanics, welding, aircraft construction, ground school, printing and other vocational subjects.

The building is four stories in height. The first or basement floor contains the boiler and fan rooms, locker, swimming pool, showers, welding shops and bicycle room. The second floor will house the auditorium, gymnasium, office, laboratories and lecture rooms. The third floor will contain the printing and machine shops, chemical laboratory and lecture rooms; the fourth floor the cafeteria, aviation shops, drafting and blueprint rooms and others. A tower atop the building includes an aeronautical lecture room in which air navigation and meteorology will be taught. Weather bureau and airport instruments have been installed on the roof area.

Radio Program

Under the auspices of the Division of Vocational Education of the State Education Department, in cooperation with WGY, a radio program on the subject of "Choosing a Vocation" was broadcast each Wednesday evening from May 14th to June 25th. Leaders in twenty-one professions spoke on their respective callings. The aim of the Department in providing the broadcasts was to assist the young people of the state in making a wise choice of a vocation. Copies of each speech have been printed for distribution. The broadcasts were so well received throughout the State that the work is being continued this fall with addresses on the major industrial, financial and commercial occupations.

Industrial Service Bureau Holds Conference at Syracuse

A meeting of the New York State Industrial Conference Leaders was held at Syracuse on June 5th, which was attended by 125 industrial executives throughout the state. Among the speakers were Dexter S. Kimball, Dean of the College of Engineering of Cornell University, L. A. Wilson, Assistant Commissioner for Vocational Education, New York State Education Department and C. R. Dooley, Personnel Director of the Standard Oil Company of New York. An interesting part of the program was a series of 5 minute talks giving an appraisal of results of plant conferences by leaders who had conducted them. Two demonstration conferences were given by Elmira and Auburn groups.

An Apprentice-Training Program for the Metal Trades

The growing shortage of skilled workers in the metal trades of New York State has brought about a demand for apprentice training. A program has been arranged by a committee composed of representatives of Associated Industries of New York State in conjunction with the State Education Department. The program is modeled on one successfully developed by the National Metal Trades Association. The State Education Department is furthering the development of apprentice training throughout the state and is working for this purpose with industrial concerns and with the public schools in providing facilities for related class work.

Copies of this program may be obtained from Mark A. Daly, Secretary, Associated Industries, Iroquois Building, Buffalo.

Trade Courses in Welding

Among trade subjects welding has recently assumed a high degree of importance as a course for apprentices and journeymen workers, due in part to the wide spread uses to which welding is now applied. In New York State the vocational school departments of Niagara Falls, Buffalo, Rochester, Syracuse, Utica, Ithaca and Jamestown have introduced courses in oxy-acetylene or electric welding for journeymen trade workers and apprentices. The city of Niagara Falls has been giving a course in welding with special emphasis on fabrication of structural steel members, to a group of structural steel workers who will have to become proficient in this field of work during the next few years. The course was given on Saturday afternoons and had an enrolment of 12 men.

Oswego Summer School

The summer session of the Oswego State Normal School opened on June 30th and closed on August 8th.

An extensive program was offered in vocational and industrial subjects. In cooperation with the State Education Department, courses were offered for supervisors and directors of vocational education, teachers of general subjects in part time schools, teachers of vocational and educational guidance subjects, and teachers of trade-shop work. All these courses afford credit toward

vertificates or licenses to teach in specific fields. The staff of the institution was supplemented by a number of individuals who were experts in their particular fields.

Indian Youth to Attend Vocational Schools

According to a law recently passed by the New York State Legislature, Indian children residing on reservations are to be allowed free tuition and free transportation to and from vocational schools in towns or cities in close proximity to their respective reservations, provided their parents are unable to pay for such schooling. In New York State, five reservations located at St. Regis, Cattaraugus, Allegheny, Onondaga, and Tuscarora are expected to send a total enrolment of approximately 50 boys to town or city schools to study special vocational courses.

State Correctional Institutions to Develop Program of Vocational Education

The New York State Education Department, in cooperation with the State Department of Social Welfare is developing a program of vocational education for the two state correctional agencies located at Industry and at Randall's Island. Recently, the State Legislature appropriated $50,000 to be spent for new equipment for vocational purposes to be installed at the State Agricultural and Industrial School at Industry. It also appropriated $2,250,000 to provide for buildings on a new site, at Warwick, N. Y., for the House of Refuge, now located at Randall's Island, New York.

Oswego to Have New Industrial Arts Buildings

An appropriation of $300,000 has been granted by the New York State Legislature for the purpose of providing a new industrial arts building at Oswego Normal School. Ground will soon be broken for the building which will be ready for occupancy at the beginning of the school term in the fall of 1931. The new building will be built some 300 feet north of the present normal school and will contain an auto mechanics shop, machine shop, woodworking, printing, general shop, drafting room, blue print room, science room, library, office rooms and class rooms. The industrial teacher-training work will be carried on in the new shops and the old shops may be used for class instruction for 6, 7 and 8th grade children.

Oswego is the only normal school in the state in which industrial teacher-training work is given during the summer term. Over 450 present and prospective teachers attended the summer session last year and a larger number is expected for the summer session opening in July.

Apprentice Training

Apprentice training students in the day and evening schools of New York State have totaled an enrolment of approximately 9500. These young people of both sexes are receiving training in over 30 courses including the building, metal, needle and printing trades; in commercial photography, drafting, cabinet making, glove making, automobile mechanics, beauty culture, novelty work, pattern making, sculpture and in related technical subjects.

In some cities, like Syracuse and New York City an elaborate list of courses for day attendance are in operation but in most cities of the state the work is done in the evening.

School Survey of Syracuse

At the request of the Department of Education of Syracuse, Mr. Oakley Furney, Chief of the Industrial Bureau of the State Education Department has just completed a survey of the Industrial Education Program of the city including the work in industrial arts, technical high school, part-time, industrial arts, apprentice training and evening trade-extension courses.

Agricultural Leaders Hold Meeting at Morrisville

The 19th annual conference of agricultural teachers was held at Morrisville, N. Y., June 30th to July 3rd. The subjects discussed included professional improvement, legislation, instruction, course content, student training, placement, project plans, length of curriculum, plant breeding and the activities of young farmers associations.

Mr. A. K. Getman, Chief of the Agriculture Education Bureau of the State Education Department spoke on organization of the conference and explained the program and Mr. W. J. Weaver, State Supervisor led the conference discussion on Activities for Young Farmers' Associations.

Central Rural Schools

The idea of the central rural school in place of "the little red school house" is growing apace in New York State, as in other states. A total of 81 communities have formed central rural school districts, of which number 27 have been organized since July 1, 1928.

This type of school has proved a vertible magnet in drawing children to school and in keeping them interested and instructed after they get there. The courses taught have led to increased interest in classroom work. Boys in agricultural classes are assigned specific projects—the building of a chicken coop, the care of a calf, milk testing, chicken raising and so on, all in addition to regular class-room work.

The girls take up domestic science, learn how to prepare and balance foods, how to set a table, how to select textiles and to do a thousand other things taught in home economics.

The next decade will see a further development of rural education in New York State, merged possibly into some 600 or more central school systems. Interest is growing. In one week the State Rural Education Bureau was asked to consider the laying out of 23 central school districts. The day of the one-room school is definitely numbered.

Industrial Teacher-Training Classes in New York City Hold Graduation Exercises

Over 80 men and women were graduated from the industrial teacher-training classes in New York City, early in June. Twenty-one trades were represented as follows: automobile mechanics, beauty culture, bricklaying, carpentry, dressmaking, electrician, ladies garment design, linotype operating, lithography, machine operating, machinist, mechanical draftsman, millinery, novelty work, pattern making, plumbing, sculpture, sheet metal, woodworking and related technical subjects.

A total of 355 students are enrolled at the school, 129 of whom are teaching and 226 are not teaching. All persons enrolled have had the minimum trade experience required by the state regulations.

* * *

President Hoover has requested the services of Martha Van Rennselaer on the White House Committee for the study of Child Welfare. As a part of that program, and with the support of Governor Roosevelt, a New York State program for Health is being organized, incorporating all State Departments which have to do with any phase of Health inspection and health education, together with state women's organizations such as the State Federation of Women's Clubs, State Federation of Homes' Bureau, State Grange, State Home Economics Association, League of Women Voters, Consumers League. Plans are going forward for a state plan of work centering in the State Department of Public Health in Albany.

* * *

The College of Home Economics at Cornell University is preparing plans for a home economics building for which $995,000 has been appropriated. The building will include up-to-date class rooms, laboratories, and their equipment. The nursery school, together with the apartments for the study of home management, will be housed in an annex thus making possible a freedom of room arrangement not possible in a conventional college building. The nursery school center will serve the dual purpose of teaching child guidance and developing research in behavior problems.

* * *

In recognition of the splendid leadership in Home Economics Education, Martha Van Rensselaer, Director of the College of Home Economics at Cornell University, was awarded the degree of Doctor of Pedagogy at the Commencement Exercises of the Al-

bany State College for Teachers, Albany, N. Y. At the same time Edna Noble White, Director of the Merrill Palmer School in Detroit, Michigan was presented with a similar degree for the pioneer work she has done in the field of Parent Education.

* * *

The State College of Home Economics and the Department of Rural Education at Cornell University, in cooperation with the Home Economics Education Bureau of the State Education Department, are offering courses for the home economics teachers of New York State. By this arrangement a teacher may so plan her work so that she may earn a masters' degree.

Special courses are offered for those teachers of the State who are earning a permanent vocational certificate. These include courses in home nursing, child guidance, house practice, art essentials in homemaking, costume designing, clothing, nutrition and home economics.

* * *

A greater number of towns and cities in New York State are introducing Homemaking education than for the past ten years. The June 1930 records show that 31 new centers were assured and *fifteen* more were added in September of this year. This is the largest number of new departments that have been established in one year since 1920.

The large increase over past years is attributed to the centralization of rural schools, the appreciation on the part of the school administrators of the need for a more varied school curriculum, a better understanding of homemaking education, and a better plan of the state, for the organization and promotion of this type of school work.

* * *

The Bureau of Home Economics Education organized and conducted eighteen local conferences this past year to which were invited all home economics teachers in small towns having no supervisors. The purpose of these conferences was to promote an understanding cooperation with the State office and to assist teachers with problems such as the home project, the school lunch, class management and many others.

Homemaking in the Central Rural Schools In New York State

MARGARET HUTCHINS
Supervisor Home Economics Bureau, New York State Education Department

Centralization of the rural schools in New York State is a rapidly growing project. In this organization Homemaking education is playing an important part, in that it offers to country children the same advantages for a diversified interest upon which to build a high school program as is offered to city children. While at the present time, out of 81 centralized school districts in New York State, only about 25 per cent have adopted the Homemaking course, indications are that this percentage will increase materially each year. Among rural educators there is a growing conviction that Homemaking education is an essential factor in the training of girls, and as rapidly as possible, this plan of education will take its place in the rural school program.

The general objective of Homemaking education in the rural sections is to offer to all girls as a minimum, an appreciation of the home activities and of their responsibility in the making of a home in the form of a required course in the 7th and 8th grades and as a maximum, a four year vocational course leading to an academic diploma in vocational subjects. The object of the four year course is to specifically train girls for the job of Homemaking. This course includes study and practice in Foods, Nutrition, Clothing and Textiles, Home Management, Home Decoration, Home Nursing and Child Care, and Costume Design. This course involves not only work in school but home practice which is supervised by the Homemaking teacher and for which credit is given.

The 7th and 8th grade Homemaking program is planned on an exploratory basis whether the school is organized on the 6-3-3 plan or on the 8-4 plan, and is built upon the interests and actual home activities of the children who are registered in the course. This course is flexible to meet varying needs. If, after the child has completed the 7th and 8th grades and desires more Homemaking work but is not interested in the four year program, she may elect one or more units of the vocational course and apply this as an elective toward a commercial or academic diploma. A survey is made of each school district, before recommendations are made by the State Department concerning the type of courses to be set up.

Almost without exception, as a centralized school district plans a new building, space for a Homemaking center is included. This course may be adopted the first year, or for various reasons, may be postponed until the second or third year, but when the psychological moment arrives, the space, which at the time of building has been approved by the Home Economics Bureau of the State Department, is ready for use. Each district is studied individually with four factors in view, namely; total Junior and Senior High School registration, probable registration in the Homemaking classes, needs of the children and of the community and available funds. The type of center therefore varies according to the findings. In a few centralized schools we have Homemaking cottages, located near the school, which in some cases also houses other school classes or the school lunch center. In these Homemaking cottages an ideal situation is set up, since this type of center more nearly approximates home conditions than does any other. In one school district the Homemaking cottage also serves as a community center and the result is a very desirable one, in that there is a close contact and cooperation between the homes of the community and the Homemaking classes. In one school we have a center like the kind in many of our town and city schools, which includes Clothing and Foods laboratories and a home-apartment with living room, dining room, bedroom, bath and kitchen. From an administrative point of view, this is an excellent situation and it provides opportunity for both formal and informal types of instruction. These two types of centers, while very successful, are nevertheless impractical in the majority of centralized schools on account of additional expense involved in both amount of space and in cost of operation and equipment. In many of our rural districts it is necessary to meet more limited conditions. As a result, in the majority of the central rural schools, we have planned and are still planning a one-room center which will satisfy as far as possible the local conditions.

This room which ranges from 22 x 30 to 22 x 50 is called the Homemaking center and in most cases includes two home kitchens and a living-dining-clothing unit. The desirable position for this center is on the first floor and near the lunch room center, since school lunch must be directed by the Homemaking teacher. The room usually has windows all along one side, as does the ordinary school room. At one end of this room the two home kitchens are placed side by side, separated from each other only by sinks with double drain boards placed back to back. Each kitchen contains a cupboard with a working surface, a kitchen cabinet, an enamel kitchen table, sink, chair and stool. For the use of both groups there is a utility closet, and if possible, laundry tubs, and where justified an electric refrigerator, although this is seldom purchased at the outset. These kitchens each take a space about 11 x 12 and are separated from the living clothing center by screens only. The living center is furnished as nearly as possible as a home living room would be and still provide for necessary equipment for classes. At the end of the room opposite the kitchen, cupboards are built. These provide individual locker space, clothing supply cupboards, a garment closet and storage space for folding tables and screens. In between

Continued on Page 23

MILWAUKEE A. V. A. CONVENTION

R. R. Fare Reduced

One and One-half Fare

THE railroad Trunk Lines of the United States have granted a fare of one and one-half on the certificate plan. This rate will apply only in case 150 or more of those in attendance present certificates secured at the time of the purchase of tickets at the starting point.

Do not fail to secure from the agent at your starting point the required certificate. Ask him about it today. Do not wait until the day you start to Milwaukee.

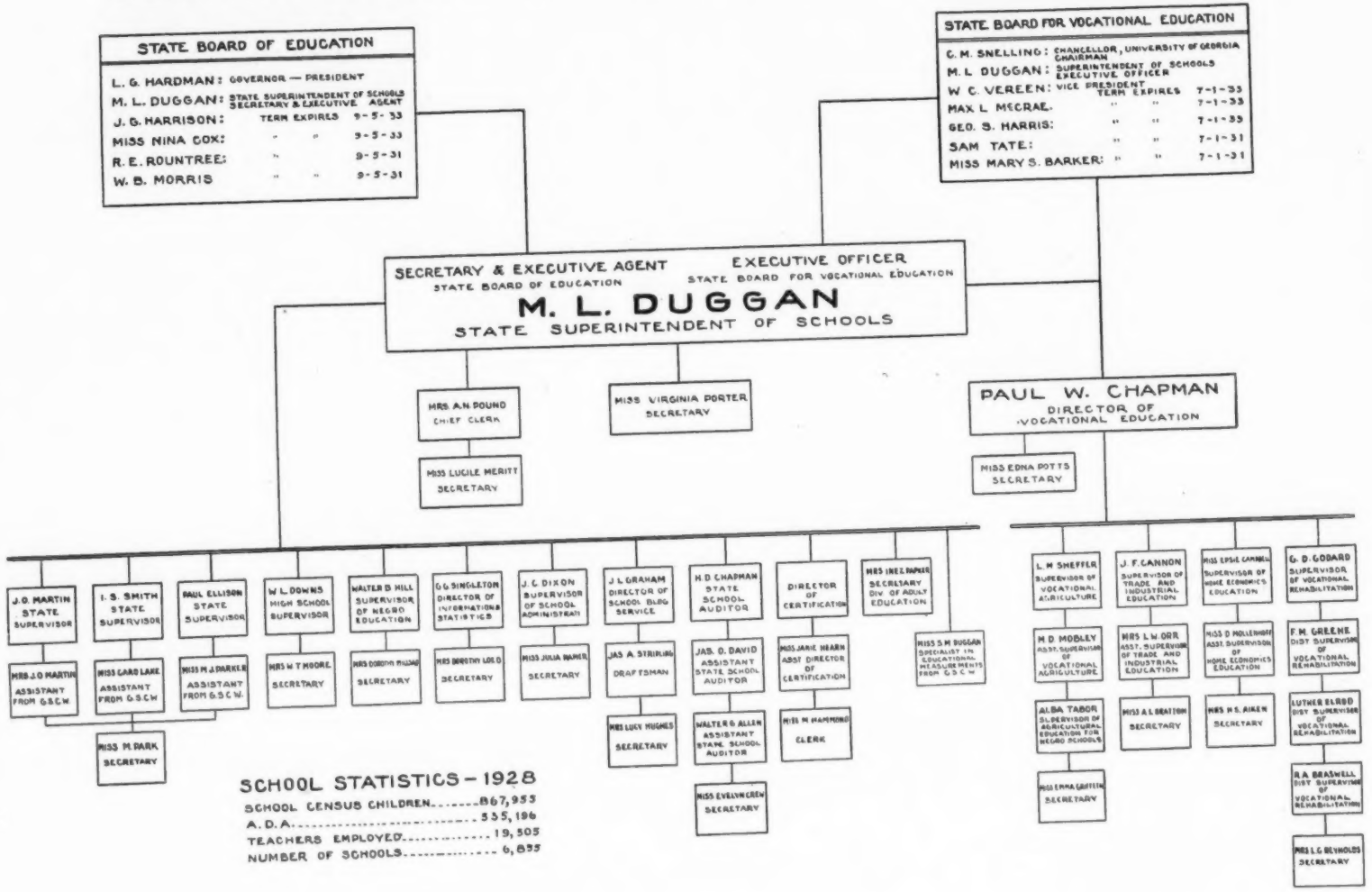
Turn in your ticket at the registration desk immediately upon your arrival at Milwaukee. You can not purchase ticket at reduced rate for return trip, if your certificate is not properly validated at the Convention.

Do not fail to secure certificate, because unless 150 certificates or more are validated no one can secure reduced fare for return trip.

F. W. Smith, Sec'y

AMERICAN VOCATIONAL ASSOCIATION

ORGANIZATION CHART
GEORGIA STATE DEPARTMENT OF EDUCATION


STATE BOARD OF EDUCATION
L. G. HARDMAN: GOVERNOR — PRESIDENT
M. L. DUGGAN: STATE SUPERINTENDENT OF SCHOOLS SECRETARY & EXECUTIVE AGENT
J. G. HARRISON: TERM EXPIRES 9-5-33
MISS NINA COX: " " 9-5-33
R. E. ROUNTREE: " 9-5-31
W. B. MORRIS " " 9-5-31
STATE BOARD FOR VOCATIONAL EDUCATION
C. M. SNELLING: CHANCELLOR, UNIVERSITY OF GEORGIA CHAIRMAN
M. L. DUGGAN: SUPERINTENDENT OF SCHOOLS EXECUTIVE OFFICER
W. C. VEREEN: VICE PRESIDENT TERM EXPIRES 7-1-33
MAX L. MCCRAE. " " 7-1-33
GEO. S. HARRIS: " " 7-1-35
SAM TATE: " " 7-1-31
MISS MARY S. BARKER: " " 7-1-31
SECRETARY & EXECUTIVE AGENT STATE BOARD OF EDUCATION
EXECUTIVE OFFICER STATE BOARD FOR VOCATIONAL EDUCATION
M. L. DUGGAN
STATE SUPERINTENDENT OF SCHOOLS
MRS. A.N. POUND CHIEF CLERK
MISS LUCILE MERITT SECRETARY
MISS VIRGINIA PORTER SECRETARY
PAUL W. CHAPMAN DIRECTOR OF VOCATIONAL EDUCATION
MISS EDNA POTTS SECRETARY
J.O. MARTIN STATE SUPERVISOR
MRS J.O MARTIN ASSISTANT FROM G.S.C.W.
I. S. SMITH STATE SUPERVISOR
MISS CARO LAKE ASSISTANT FROM G.S.C.W.
PAUL ELLISON STATE SUPERVISOR
MISS M.A.PARKER ASSISTANT FROM G.S.C.W.
MISS M. PARK SECRETARY
W.L. DOWNS HIGH SCHOOL SUPERVISOR
MRS W.T MOORE SECRETARY
WALTER B. HILL SUPERVISOR OF NEGRO EDUCATION
MRS DOROTHY HILLIARD SECRETARY
G.G. SINGLETON DIRECTOR OF INFORMATION & STATISTICS
MRS DOROTHY LOLD SECRETARY
J.C. DIXON SUPERVISOR OF SCHOOL ADMINISTRATION
MISS JULIA RAMER SECRETARY
J.L GRAHAM DIRECTOR OF SCHOOL BLDG SERVICE
JAS A. STIRLING DRAFTSMAN
MRS LUCY HUGHES SECRETARY
H.D CHAPMAN STATE SCHOOL AUDITOR
JAS. O. DAVID ASSISTANT STATE SCHOOL AUDITOR
WALTER G ALLEN ASSISTANT STATE SCHOOL AUDITOR
MISS EVELYN GREEN SECRETARY
DIRECTOR OF CERTIFICATION
MISS JANIE HEARN ASST DIRECTOR OF CERTIFICATION
MISS M HAMMOND CLERK
MRS INEZ PARKER SECRETARY DIV OF ADULT EDUCATION
MISS S.M DUGGAN SPECIALIST IN EDUCATIONAL MEASUREMENTS FROM G.S.C.W.
L.M SHEFFER SUPERVISOR OF VOCATIONAL AGRICULTURE
M.D MOBLEY ASST. SUPERVISOR OF VOCATIONAL AGRICULTURE
ALBA TABOR SUPERVISOR OF AGRICULTURAL EDUCATION FOR NEGRO SCHOOLS
MISS EMMA GRIFFETH SECRETARY
J. F. CANNON SUPERVISOR OF TRADE AND INDUSTRIAL EDUCATION
MRS L.W. ORR ASST. SUPERVISOR OF TRADE AND INDUSTRIAL EDUCATION
MISS A.L BRATTON SECRETARY
MISS EPSIE CAMPBELL SUPERVISOR OF HOME ECONOMICS EDUCATION
MISS D HOLLENHOFF ASST. SUPERVISOR OF HOME ECONOMICS EDUCATION
MRS H.S. AIKEN SECRETARY
G. D. GODARD SUPERVISOR OF VOCATIONAL REHABILITATION
F.M. GREENE DIST SUPERVISOR OF VOCATIONAL REHABILITATION
LUTHER ELROD DIST SUPERVISOR OF VOCATIONAL REHABILITATION
R.A BRASWELL DIST SUPERVISOR OF VOCATIONAL REHABILITATION
MRS L.G REYNOLDS SECRETARY

SCHOOL STATISTICS – 1928

SCHOOL CENSUS CHILDREN	867,953
A. D. A.	535,196
TEACHERS EMPLOYED	19,505
NUMBER OF SCHOOLS	6,835

The Administration of Vocational Education

Recently some persons have said that the present plan of administering vocational education makes for a "dual system" of education within the state and in the local schools in which vocational departments are maintained.

There seems to be little or no basis for such a criticism.

Teachers of vocational subjects are employed by local boards of education in the same manner as other teachers in the school system. Vocational teachers are subject to the same rules and regulations. They hold their positions just so long as the local board is satisfied with their work.

From the viewpoint of the state the same conditions prevail.

The chart used in connection with this statement sets forth the organization of the state educational agencies in Georgia that deal with the public schools. It was prepared by Hon. M. L. Duggan, state superintendent of public schools.

It will be observed that the State Board for Vocational Education is coordinate with the State Board of Education. The Vocational Board, however, deals only with the administration and supervision of vocational education.

It should be noted that Dr. Charles M. Snelling, chancellor of the State University, is the chairman of the Vocational Board. Hon. M. L. Duggan, state superintendent of schools, is the executive officer, as is the case in every state, and he is secretary of the Board.

All meetings of the Vocational Board must be called by the Chancellor of the University of Georgia, as chairman of the Board. All requisitions are signed, both by the chairman and the secretary. It can readily be seen from such a plan of administration that rather than providing a "dual system" of education that on the contrary it makes for unification and closer cooperation among the educational agencies and institutions of the state than would be possible if the work were administered in any other way.

The State Board for Vocational Education in Georgia, as in other states, cooperates with practically every educational agency, board, and institution in the state.

It so happens that the director of the board, the state supervisor of agricultural education, and the state supervisor of home economics education, are located at the Georgia State College of Agriculture.

The supervisor of trade and industrial education and the supervisor of trade work for girls and women, are located at the Georgia School of Technology.

The Vocational Board cooperates with both of the above state institutions in the training of teachers of vocational agriculture, vocational home economics, and trade and industrial subjects.

The Vocational Board cooperates with the Summer School of the University of Georgia.

In addition the Board cooperates with the State Teachers College and the Georgia State College for Women in the training of teachers of vocational home economics.

In the supervision of negro vocational education a supervisor makes headquarters at the State Industrial College for Colored Youth at Savannah. At this institution negro vocational teachers are trained for public schools.

Also the Board cooperates with the Georgia Normal and Agricultural College, an institution for colored boys and girls, in the training of negro teachers of vocational home economics.

The supervisor of civilian rehabilitation and one assistant are located at the state capitol in offices adjacent to those of the State Department of Education.

From this brief statement of the administrative plan followed in the state, and the evidence of relationship with the educational leaders of the state, it is evident that the Vocational Board is not operating a "dual system" of administration.

This organization in Georgia is typical of those in which a separate state board for vocational education is maintained. In most of the states, however, the state board of education was designated as the state board for vocational education.

The vocational program in the state is carried on according to the terms of a plan prepared by the state board for vocational education. In Georgia, for example, when such a plan was submitted by the director or the supervisors, if it provided for "dual" control or direction it could instantly be vetoed by the Chancellor of the University, or by the State Superintendent of Public Instruction.

At the present time the Georgia State Board for Vocational Education is cooperating with the superintendents and school officials of about one hundred and twenty-five counties in paying the salaries of teachers of vocational subjects in the public schools. These courses are under the direct control of the local school officers. Without exception these officials have welcomed the supervisors of the Vocational Board because they have always come in the spirit of cooperation. The interests of the vocational supervisors are identical with those of the school officials with whom they are dealing.

The vocational supervisors work in the closest harmony and cooperation with the State Department of Education. As a matter of fact they are a part of the State Department, as shown so clearly in the chart appearing on this page.

It is sometimes said that vocational education is a type of training promoted and directed by the Federal government. This is not correct. All persons working for vocational education on a state-wide basis are employees of the Georgia State Board for Vocational Education. Teachers of vocational subjects are employed by local school boards on the same basis as any other teachers in the school system.

Vocational Education is an integral part of the public school program.

The Hotels listed here are all members of the Milwaukee Association of Commerce

We recommend them for your consideration.

		Without Bath	With Bath	Suites
*Abbot Crest—140 rooms and apartments	Single	$1.75	$2.25 to $ 4.00	
1220 Wisconsin Avenue	Double	3.00	3.50 to 6.00	$8.00 and Up
Adelin—48 rooms	Single	1.50 to 2.50		
275 Tenth Street	Double	2.00 to 3.00		
*Ambassador—226 rooms	Single		3.00 to 6.00	
2300 Wisconsin Avenue	Double		5.00 to 12.00	6.00 and Up
Antlers—450 rooms	Single	1.00 to 1.75	2.00	
130 Second Street	Double	1.50 to 3.00	3.00 to 4.00	
*Astor—1,000 rooms and apartments	Single		3.50 to 5.00	
266 East Juneau Avenue	Double		5.00 to 8.00	10.00 to 25.00
Belmont—116 rooms	Single	1.75 to 2.00	2.75 to 3.00	
Fourth and Wells Streets	Double	2.75 to 3.00	3.75 to 4.00	6.00 to 10.00
Blatz—75 rooms	Single	1.50 to 2.00	2.00 to 3.00	
East Water and E. Wells Streets	Double	2.00 to 3.00	3.00 to 4.50	3.50 to 6.00
Brown—50 rooms	Single	.75 to 1.00		
205 Fourth Street	Double	1.50 to 2.00		
*Carlton—100 rooms and apartments	Single	1.50 to 2.50	2.50 to 3.50	
614 Milwaukee Street	Double	2.50 to 3.50	3.50 to 5.00	5.00 to 7.00
*Colonial—87 rooms and apartments	Single		2.50 to 3.50	
494 Cass Street	Double		3.00 to 4.00	3.50 to 7.00
Delaware—60 rooms	Single	1.25 to 2.00	2.50	
111 Fourth Street	Double	2.00	3.50	
Edison—100 rooms	Single	.75 to 1.00		
550 Edison Street	Double	1.50 to 2.00		
Gilpatrick—115 rooms	Single	1.50 to 1.75	2.00 to 3.00	
223-225 Third Street	Double	2.50 to 3.00	3.50 to 5.00	5.00 to 6.00
Globe—75 rooms	Single	1.50 to 3.00	2.50 to 3.00	
E. Wisconsin Avenue and Cass Street	Double	3.00 to 4.50	3.50 to 5.00	
Juneau—105 rooms	Single	1.00 to 1.50	1.75 to 3.00	
225-231 E. Wisconsin Avenue	Double	2.00 to 3.00	3.50 to 5.00	
*LaSalle—187 rooms and apartments	Single		3.00 to 6.00	
177 11th Street	Double		5.00 to 8.50	8.50 to 15.00
Martin—200 rooms	Single	1.50 to 2.50	2.50 to 3.00	
201 East Wisconsin Avenue	Double	2.50 to 3.25	3.50 to 6.00	4.00 and Up
Medford—310 rooms	Single	1.75 to 2.25	2.50 to 3.00	
Third and Michigan Streets	Double	2.75 to 3.00	3.50 to 5.50	
Metropole—71 rooms	Single	1.00 to 1.75	2.00 to 2.50	
404-16 Wells Street	Double	2.00 to 2.50	3.00 to 4.00	4.00 to 6.00
Miller—120 rooms	Single	1.75 to 2.00	2.50 to 3.50	
175 Third Street	Double	3.00 to 4.00	3.50 to 3.50	
New Randolph—132 rooms	Single	2.00 to 3.00	2.50 to 5.00	
Fourth Street and Wisconsin Avenue	Double	3.00 to 4.00	4.00 to 8.00	5.00 to 10.00
New Pfister—200 rooms	Single	2.50 and Up	3.50 and Up	
Jefferson Street and E. Wisconsin Ave.	Double	4.00 and Up	5.00 and Up	15.00 and Up
Plankinton—300 rooms	Single		3.00 to 7.00	
West Water and Michigan Streets	Double		5.00 to 9.00	10.00 and Up
*Plaza—300 rooms and apartments	Single		2.50 to 4.00	
551 Cass Street	Double		4.00 to 6.00	
Republican—200 rooms	Single	1.50 and Up	2.50 and Up	
Third and Cedar Streets	Double	3.00 and Up	4.00 and Up	6.00 and Up
Royal—150 rooms	Single	1.75 & 2.00	2.50 & 3.00	
Fifth and Michigan Streets	Double	3.00 & 3.50	4.00 & 5.00	4.00 and Up
†Schroeder—850 rooms	Single		3.00 to 7.00	
Fifth Street and Wisconsin Avenue	Double		5.00 to 10.00	10.00 and Up
Schuster's—47 rooms	Single	1.00 to 1.25		
164 E Wisconsin Avenue	Double	1.50 to 2.00		
*Shorecrest—250 rooms and apartments	Single		3.00 to 4.00	
345 Summut Avenue	Double		5.00 to 7.00	8.00 to 20.00
Wisconsin—460 rooms	Single	1.50 to 2.00	2.50 to 5.00	
182 Third Street	Double	3.00 to 4.00	5.00 to 10.00	12.00 to 20.00

*These are apartment hotels with accommodations for transient guests. †Headquarters Hotel

NEWS NOTES—Continued from Page 18

the kitchens and the cupboard is the living room furniture which includes a day bed which serves the purpose of a davenport and a bed for the Home Nursing classes, an extension gate-leg table which serves as a living room table, dining room table and cutting table, windsor chairs to match table, two or three comfortable chairs, end tables, lamps, small folding tables to be used for sewing, flat topped sewing machines, a book case and a living room desk which also serves as the teacher's desk. Living room rugs which may be easily cleaned are used, and unless there is a linoleum floor, congoleum rugs are used in the kitchen. Screens are a satisfactory type of partition in this center because, since the classes range from 10 to 16, only eight girls may work in the two kitchens at one time; therefore the rest of the class is busy on another Homemaking project in the living center. At the times when it is necessary for the teacher to supervise two different types of projects at one time, the screens are moved and she has a view of the whole center at once. On the other hand, the kitchen and cupboards may be effectively screened from view when desired.

The equipment for any one of these types of centers is not all purchased at one time. We recommend the apportionment of the expenditure for equipment and furnishings over a period of three years, because after the first year we can judge our potential registration and ascertain the amount of money we are justified in investing, and because we like as many groups of girls as possible to have the opportunity and privilege of contributing to the Homemaking center. The plans for furnishings and accessories provide excellent class projects which are adequately motivated. Therefore, we find that by purchasing the kitchen equipment, sewing machines and tables and chairs the first year, we can operate classes successfully, and that additional furnishings may be acquired within the three year period. This plan has been tried out in several schools this year, and the results have been unusually satisfactory. We find this procedure practical from all points of view.

The teachers who go into the Homemaking departments in our central rural schools are for the most part inexperienced. They are graduates of approved colleges and have had specific training for teaching in this type of center. The teacher is selected not only on the basis of her training but also on her ability to cooperate in school and community activities. Her personality must be such that she can readily gain the confidence and respect of her associates and the parents of the school children. Because it is necessary for the teacher to know the homes of her children in order to make her work properly function in the home, she must be cordially welcome in these homes. Because we urge the use of the Homemaking center for other school activities so that the children and faculty may receive the maximum benefit from it, the Homemaking teacher must know how to work congenially with her school contemporaries. There is no other type of school in which the personality of the teacher so forcibly effects the success of the Homemaking department.

We expect many outcomes from Homemaking courses in the central rural schools. Through the 7th and 8th grade work we hope to interest children in home activities and in taking their part in home and family life so that they are contributing factors to it and to interest many who might otherwise leave school at the end of the 8th grade to continue, because the High School is offering them an opportunity for education along lines which meet their needs and interests. Through the Senior High School course we hope to build practical homemakers who can with joy and pleasure either contribute effectively and progressively to the home of which they are members, or plan their own home on a wise, sound basis. By achieving these objectives, we can, through our Homemaking program serve as a constructive force in rural home and community life.

MISSISSIPPI

Fifteen thousand two hundred and twenty-one students were given organized instruction in vocational courses by the Smith-Hughes schools of Mississippi during the year ending June 30, 1930. Of this total, 9,485 were enrolled in agricultural courses, 4,289 were taking home econonics courses, and 1,447 were in trade and industrial education courses. The boy and men students were enrolled in agriculture and trade courses and numbered 10,085 while the girl and women students numbered 5,136 and were enrolled in the three general kinds of vocational courses as follows: Vocational homemaking, 4,289; Trade Courses 712; and Vocational Agriculture 135.

A marked development in adult education was made during the year. Out of the 15,221 vocational students enrolled, 6,986 were adults. These adults were given instruction through part-time and evening classes and were enrolled in vocational courses as follows: Agriculture—5,300; home economics—457; and trade courses—1229.

There were 133 schools with departments of vocational home economics, enrolling 3,832 high school pupils in day-school classes, and 457 adult pupils in evening classes.

In trade and industrial education, there was a total of 83 classes distributed as follows: 50 part-time commercial and part-time general continuation classes enrolling 923 pupils; 6 all-day trade classes enrolling 109 pupils; 6 part-time trade extension classes enrolling 87 pupils; and 21 evening classes enrolling 328 pupils.

There were 127 Smith-Hughes schools with departments of vocational agriculture enrolling 3,280 pupils in day-school classes; 905 pupils in day-unit classes; 97 pupils in part-time classes; and 5,203 pupils in evening classes.

In trade and industrial education there were fifteen different kinds of trades or vocations taught as follows: Building trade; Blacksmithing; Commercial; Cooking for Negro Cooks; Dressmaking Trade; Nurses, (Courses in Dietetics, Chemistry, and Communicable Diseases); Negro Carpenters; Welding; Safety Appliances for railway men; Machine Shop Sketching; Railway Car Repairing; Sheet Metal Drafting; Railway Air Brakes; Shop Mechanics; and General Drafting.

NEBRASKA

Miss Rowan E. Elliff, formerly assistant state supervisor of home economics in Missouri, has accepted the position of assistant professor of vocational education in the University of Nebraska.

Miss Elliff will devote half of her time to supervision of student teaching in home economics in Teachers College High School, and will teach one special methods class. The other half of her time will be devoted to itinerant teacher training in the Vocational Home Economics departments in the high schools of the state.

Miss Elliff's experience and training makes her especially well qualified for the responsibilities of this position. She received her under-graduate degree in home economics at the Kansas State Teachers College, Pittsburg, Kansas. Following her graduation from Pittsburg in 1923, she taught Vocational Home Economics in three high schools in Missouri. During 1927-1928 she studied at the University of Missouri where she received a Master's degree in home economics education. Her vision and leadership evidenced during her high school teaching and her year of study showed her to have those qualities which are essential for a supervisor of teachers. She has been assistant state supervisor of home economics in Missouri the past two years. She has held responsible chairmanships in both her state and in national home economics committees.

Miss Elliff was one of the conference leaders at the Annual Vocational Home Economics Conference, which was held in Lincoln, August 25, 26, and 27. Her understanding of the problems of

the high school teacher and her presentation of teaching helps have already won for her the respect and admiration of the home economics teachers who have had this opportunity to know her.

We are to be congratulated on having been able to interest Miss Elliff in coming to Nebraska to help in the promotion of Vocational Education and in the training of home economics teachers.

The State Board has granted Miss Birdie Vorhies leave of absence during the present school year for graduate study in the University of Chicago. Her study is in the field of curriculum construction in home economics. She is especially interested in studies which will help her in the development of courses in parental education and in home management for high schools and colleges.

The action of the Board is a merited recognition of her efficient service during the past eight years. Under her constructive and stimulating leadership the Nebraska program of vocational home economics has grown steadily. It is well balanced and rests upon a sound educational basis. Miss Vorhies is considered one of the best state supervisors in the United States.

Her many friends and co-workers congratulate Miss Vorhies upon this opportunity for study and await her return with happy anticipation.

The State Board has appointed Mrs. Lillian Curyea Cunningham, Acting State Supervisor of home economics education during the absence of Miss Vorhies.

Mrs. Cunningham is well qualified for the position. During the past year she was instructor in Vocational Education, Teacher-Training Department, in the University of Nebraska. She also acted as itinerant Teacher-Trainer of teachers of vocational home economics in high schools. She understands all phases of the program.

Mrs. Cunningham holds the B. Sc. and the M. Sc. degrees from the University of Nebraska. She taught vocational home economics two years in the Arnold high school. She taught Teacher-Training, Clothing and Art, one year, in the University of Porto Rico. She has had two years' experience in interior decorating. Her contributions to the programs of several state home economics conferences have been exceedingly valuable.

It is fortunate that her services are available at this time.

Don't forget the Convention in

MILWAUKEE

Be There!

GEORGIA

THIRTY-ONE NEW SCHOOLS APPROVED

Vocational Board Will Cooperate With 125 Counties

Twenty-One Home Economics Departments Added to List; Ten Additional Schools Employ Agricultural Teachers

The Georgia State Board for Vocational Education will extend financial aid and supervision to thirty-one additional schools in 1930-31.

Twenty-one of these schools will receive aid in maintaining a department of home economics with the opening of the next school year; ten new departments of vocational agriculture have been approved and teachers employed.

During the fiscal year which closed June 30, 1930, the State Vocational Board cooperated with the school officials in 105 counties of the state. Next year this number will be increased to 125. It is the desire of the Board to extend aid to every county in the state and to every community that can profit from the employment of one or more vocational teachers.

FUTURE FARMERS SPONSOR MANY VARIED ACTIVITIES

Program for Next Year Deals With Better Farming, Community Service, Cooperative Buying and Selling, and Recreation

From the reports of activities of 45 chapters of the Future Farmers of Georgia, M. D. Mobley, assistant state supervisor of agricultural education, has compiled the following summary:

	No. of Chapters
1. Landscaping school grounds	41
2. Father and Son banquet	38
3. Fertilizer demonstration	38
4. Community improvement contest	34
5. Future Farmer rotation	34
6. Speaking contest	30
7. Fairs and exhibits	26
8. Variety demonstrations	24
9. Cooperative buying	22
10. Public debates on agricultural subjects	16
11. Thrift bank	16
12. Forestry project	14
13. Plays and pageants	13
14. Cooperative selling	12
15. Arranged circulating library	10
16. Picnic	2
17. Built chapter cabin	2
18. Camping trip	2
19. Hog feeding project for school	1
20. Seed inoculation demonstration	1
21. Make government crop reports	1
22. Fish fry	1
23. Educational tour	1
24. Helped organize melon growers' association	1
25. Essay contest	1
26. Terrace land	1
27. Constructed swimming pool	1
28. Conducted cooperative hatchery	1
29. Organized a local cotton production contest	1

MASSACHUSETTS

A part-time cooperative school was recently established by the city of Quincy in connection with the all-day trade school already in existence there. The part-time work is in the Machine trade and is organized at the instance of and in cooperation with the Boston Gear Works. The present enrolment is small through a deliberate purpose to lay a thorough foundation before expanding the work to fill a wider need.

During the session of the Regional Conference of the Federal Board for Vocational Education in Boston, visits were made by State Directors of Vocational Education and others in attendance to the Boston Trade School, Boston Continuation School, Lynn Shoemaking School, Beverly Trade School, and Beverly Cooperative School. In connection with the latter visit, much time was spent in the United Shoe Machinery Company plant at Beverly. The Company entertained the delegates above mentioned, and the Mayor of Beverly, a representative of the United Shoe Machinery Company, and others, gave brief talks. On another day the group visited the State House in Boston and was received by Governor Allen.

The Eastern Arts Association held its Annual Convention in Boston during April. This Association includes in its membership many teachers of vocational work, and the program in several cases was arranged to attract the interest of vocational teachers. At the meetings of the Home Economics Council, four teachers in vocational Household Arts Departments of Massachusetts were on the program. The meeting of the Printing section was likewise largely of a vocational nature, one of the five speakers being a trade school teacher and another a representative of industry.

John Robert Gregg Awarded Honorary Degree by Boston University

Thirty-seven years ago John Robert Gregg, unknown, unheralded, arrived in Boston to start teaching the system of shorthand he had originated. His capital was his courage and a burning conviction that he had something to give to the world that the world needed. No one had ever heard of his shorthand system. The world was indifferent because it was then in the throes of one of the greatest economic depressions in its history. It could not forsee that this young man was destined to become in the future an important factor in the economic life of literally hundreds of thousands of its youth.

Last June Mr. Gregg was called to the Annual Commencement Exercises of Boston University to receive—with eleven other distinguished American citizens—an honorary degree for his outstanding contribution to the field of commercial education.

Continued on Page 26

AGRICULTURAL EDUCATION

Do You Have a Question?

THE QUESTION BOX

PROBLEM 1

Problem 1—My class and I operate a seed corn testing box for the farmers of the community. To what extent are we justified in using school time for this work?

Address The News Bulletin Editor, Room 225 State House, Indianapolis, Indiana.

Do You Have an Answer?

THE RELATIONSHIP OF VOCATIONAL AGRICULTURE TO FARM ORGANIZATIONS

DR. RAY FIFE
State Supervisor of Agricultural Education, Columbus, Ohio

This report on the relationship of vocational agriculture to farm organizations is divided into two phases as such relationships have manifested themselves in Ohio during the last decade. First, certain measures of relationships, taken largely from actual experiences are set up. Second, specific concrete instances of actual cooperation between state and local agencies are given.

Preceding a discussion of the two factors mentioned it should hardly be necessary to mention in a meeting of this character that the relationship of our work to an organized agriculture is a vital question to us. Likewise an intensively trained rural citizenship is vital to an enlarged, active, organized agriculture.

In entering upon an enumeration of measures which may be applied to the relationships between vocational agriculture and farm organizations it must be recognized that the measures given are largely subjective and hence based upon the judgments and opinions of the supervisors, teacher trainers and teachers in vocational agriculture and the officers and a limited number of members in farm organizations.

It is a fundamental consideration that in our relationship to farm organization that vocational agriculture does not lose its identity. Whenever any public agricultural education agency becomes synonymous with a farm organization in the public mind then that agency not only departs from the purposes for which it was created but loses its opportunity to work with other farm organizations.

Operating, as we are, as a part of a great system of public education, a second fundamental measure of our relationships to farm organizations can be found in the question: Is any particular activity arising from the relationships educational in its nature and more specifically can it be included under the head of "systematic instruction"? Such a question is particularly timely when we enter upon a discussion of our relationships to commodity organizations. It is doubtful if any local condition ever justifies a teacher of vocational agriculture in acting as agent for a cooperative marketing agency.

As a third measure of relationships we believe we are safe in advocating the standard that such relationships cannot be satisfactory except as they are incorporated in a program which will offer mutual benefits, a program must be devised on a basis which will have as its goal the advancement of agriculture and rural life rather than the selfish interests of any particular agency or organization.

A fourth measure of relationships can be found in the question: Do the relationships encourage the development of volunteer leadership in the organizations and agencies? It is doubtful if vocational agriculture work should assume direct leadership in any local community except as such leadership is continued only until local leadership can be developed.

As a fifth standard we propose that no relationships between vocational agriculture and farm organizations can be said to have reached their maximum development until a definite program and preferably a long time program is formulated which can be measured from year to year in terms of its actual accomplishments.

Sixth, any program of relationships must respect the administrative units of vocational agriculture work. Local teachers and directors should not be called upon for extensive duties outside the territory of their respective school districts.

Seventh, any program of relationships between vocational agriculture and farm organizations should avoid activities specifically included within the province of other educational agencies and farm organizations except as satisfactory cooperation be arranged.

Eighth, any program of cooperation involving schools and classes operating under the Smith-Hughes or George-Reed Acts must respect the legal limitations of both acts and the provisions of the State Plan for Vocational Education.

Ninth, a program of cooperative relationships in instruction must not be synonymous with a program of propaganda favoring any organization. Vocational agriculture instruction must be organized on the principle that conclusions reached by students must be based on a study of all the facts.

Both state and local cooperation with agricultural organizations in Ohio can be divided into two classes: First, cooperation with general farm organizations which include social and recreational as well as educational activities in their programs. Second, commodity organizations which limit their work almost entirely to economic and educational activities.

The Grange and the Farm Bureau are the two outstanding state farm organizations in Ohio. The commodity organizations include the Cooperative Live Stock Shipping Association, the dairy cooperatives, the Wool Marketing Association and many others. Some examples of cooperation with general farm organizations are as follows:

1. The state supervisors and teacher trainers met with the State Grange Executive Committee and formulated a cooperative agreement which should govern relationships in the state.

2. Both farm bureau and grange appointed representatives who should meet with teachers in their two day district conferences.

3. Both organizations have prepared material describing the work of their respective organizations.

4. The State Supervisor prepares material descriptive of vocational agriculture work for distribution to Granges and farm bureaus.

5. The state Grange and state Farm Bureau contributes $275 annually toward the vocational agriculture judging contests.

6. The grange and farm bureau support favorable vocational agriculture legislation.

7. There is a mutual exchange of speakers on state programs.

8. During the last two years, the State Supervisor has been an ex-officio member of the Ohio Farm Bureau Board of Directors.

The commodity organizations engage in some of the cooperative relationships mentioned previously but their outstanding contribution is in the instructional material prepared and furnished by them and in the facilities afforded vocational agriculture students to secure actual practice in the different marketing processes.

Local cooperation between vocational agriculture and farm organizations is still more marked. In 1928-29, 130 teachers cooperated actively with their local farm bureaus and 142 teachers were actively engaged in grange work. Among the many activities the following were outstanding:

1. Part time and evening courses have been organized by Grange and Farm Bureau leaders and taught by vocational agriculture teachers.

2. Vocational agriculture teachers have aided in the Grange lecture hour.

3. Students in vocational agriculture have given various forms of demonstrations before Grange and Farm Bureau groups.

4. Local Grange and Farm Bureaus have financed vocational agriculture activities.

5. Grange and Farm Bureau members have afforded facilities for field trips by vocational classes.

6. Students have been aided in financing home projects.

7. Teachers and students have participated in the Grange, Little Theater plays.

8. Local departments have been established through the influence of local Granges and Farm Bureaus also academically disposed superintendents of schools have been aided by them in forming a more favorable attitude toward the work.

9. Teachers have supported Grange and Farm Bureau membership campaigns through students.

10. Cooperation has been very effective in the formulation of local community programs for both the agriculture department and the organizations.

11. All forms of community activities such as Farmers' Institutes, Exhibits, etc., have been conducted cooperatively.

12. Vocational agriculture events have been advertised through the Grange and Farm Bureau and vice versa.

13. Teachers have served on Grange and Farm Bureau Executive Committees and both organizations have served on vocational agriculture advisory boards.

14. Vocational agriculture instruction has performed the largest service to farm organizations, both general and commodity by bringing to students accurate complete information concerning their activities.

The relationships mentioned are representative rather than inclusive. They should give some indication of the possibilities when close relationships are fostered.

This preliminary study of relationships in Ohio will be followed during 1930 by a national study of the same subject in which your cooperation is invited.

(*Continued from Page 24*)

VIRGINIA

The building pictured below was started in June, 1929 and will be completed in time for the opening of the school in the fall. Fifty-three trade students have worked upon the building during the year, and during the same period they have, in addition, remodeled one residence, two boys' dormitories and have attended to a large amount of repair work about the school. Practically all of the work was done by students in regular trade classes. Four mechanics were employed for a short rush period in order to get certain work completed before winter set in. Such portions of the building which required the services of men engaged in trades not taught in the school were let out under contract, such as mill work, slate work, marble and tile fittings and the installation of steel stairs. The building, which will house 180 students, is four stories high and has an attic containing ten bed rooms, two baths and a lounge. The entire building has 85 bed rooms, one private parlor, an office, three large lounge rooms, ten students' bath rooms and two private baths and a number of accessory rooms such as trunk, storage and linen rooms. It is 40 feet wide and 160 feet long, of fireproof construction, consisting of reinforced concrete piers, beams and floors, fabricated steel joists and cinder block partitions and will cost approximately $105,000 when completed.

Students in this trade school receive eight hours of trade and related instruction per day and *attend evening classes for their academic instruction!* While they are working upon construction jobs of a permanent nature they are paid a few cents per hour, which assists them in paying their expenses while attending school. In addition to the building trades, instruction on the same plane is given in printing, tailoring and automechanics.

The program is under the immediate direction of John T. Thornton, a Negro who, prior to accepting this position, was a successful contractor and builder. The program is subsidized by the State of Virginia, under an agreement with the Brunswick County School Board, which provides that the colored youths of South Side Virginia may receive trade instruction at this school, which is conveniently located at Lawrenceville, in Brunswick County.

(*Continued on Page 38*)

The dormitory under construction as shown in the accompanying picture is a sample of the type of trade instruction colored students receive at the St. Paul Normal and Industrial School located at Lawrenceville, Virginia. During the past few years students at this school have also built many houses, a trade school building, a church, and a sixteen-room training school which includes a combination auditorium and gymnasium.

HOME ECONOMICS EDUCATION

Do You Have a Question?

THE QUESTION BOX

PROBLEM 1

Problem 1. Miss Mary Smith, home economics teacher at Jonesville is confronted with pupils offering superstitions as explanations for occurrence, treatment and control of disease in her home nursing class. How should she circumvent and offset these tendencies?

Address, The News Bulletin Editor, Room 225 State House, Indianapolis, Indiana.

Do You Have an Answer?

THE VOCATIONAL ASPECT OF HOME ECONOMICS EDUCATION

AGNES FAY MORGAN, Ph. D.
Professor of Household Science, the University of California, Berkeley

The value and the objectives of vocational education so far as it touches trades and industries, business and agriculture are fairly well defined and generally agreed upon. The means of accomplishing those objectives may be as yet not wholly clear, nor the weighting of the various parts of the desired program unanimously accepted, but there appears to be no conflict of opinion as to the vocational nature of these occupations and therefore of the desirability of providing training for them.

But in the field of home economics there is grave misunderstanding and confusion as to the applicability of the concepts of vocational education as well as to the determination of means of accomplishing these vocational objectives. The question arises as to whether home-making may be considered a vocation, and if it is not a vocation what it may be considered. If the commonly accepted definition be used that a vocation is a gainful occupation of less than professional grade, then homemaking is not a vocation, at least in the opinion of the directors of the United States Census Bureau. If on the other hand we use the expression carefully chosen by the framers of the Federal Vocational Education Act of 1917, that vocational education "must fit for use employment" and therefore a vocation may be defined as a "useful" even though not "gainful" occupation, homemaking *is* a vocation.

If we are to consider the vocational aspect of home economics education or education for home making we must first attempt to define the standing of this occupation in economic terms, or at least to set up clearly the fact that there is such an occupation. Whatever may be the tendency of the times and whatever the conditions in the future we must face the fact that today, according to the United States Census Bureau, there are some 26 million women in the United States who have no other occupation than that of housewife. Surely careful thought should be given to the status of this occupation, and particularly to the preparation of its apprentices. Is it unskilled labor, a semi-skilled trade, a skilled trade, a profession, or no occupation at all?

More than one effort has been made by economists to evaluate in terms of money the contribution of the homemaker, but none have been thoroughly convincing, chiefly because of the endless variety of the housewife's tasks, the variation in the value of time spent on these tasks, and the great diversity in her contribution on the various economic levels. Thus time spent making a cotton house dress, according to Dr. Hildegarde Kneeland of the Bureau of Home Economics, United States Department of Agriculture, may be worth only 30 cents an hour, but time spent in doing fine laundry may be worth $2 an hour or more. Unfortunately, the housewife does not always have a choice as to which tasks to do, and which to delegate to commercial agencies, and in the vast majority of cases she has no trustworthy information upon which to base such choice if she has choice.

The actual amount of time which the housewife must spend on her job has recently been made the object of a study* by the Bureau of Home Economics already referred to. With the help of extension and research workers, more than 2000 homemakers were induced to keep careful daily records for seven days of a typical week. Middle class homes in farm and village communities as well as similar homes in towns and large cities were represented in this group. Five-sixths of these women spent more than 42 hours a week in their home making, more than half spent 48 hours, and one-third spent over 56 hours a week. The average of all is slightly over 51 hours a week. This range of 42 to 56 hours a week is also the range of working hours for most American wage earners outside the home. Certainly these homemakers cannot be classed as part-time workers, and about one-third of them may be considered as definitely over worked.

Considering the work of the farm women alone, we find the number of hours per week rising to 62, a serious condition of overwork. The city women considered alone showed an average of 48 hours a week, and only 10 percent of the women in large cities spent less than 35 hours a week in actual household duties. Thus 12 million rural housewives may be considered as working constantly overtime, and perhaps 90 per cent of the 14 million city home makers as carrying at least a full-time job.

These findings represent carefully verified records of typical present-day conditions. There is little here to

*H. Kneeland. Is the Modern Housewife a Lady of Leisure? Survey-Graphic Magazine, June 1, 1929, p. 301.

Continued on Page 37

INDUSTRIAL EDUCATION

Do You Have a Question?

THE QUESTION BOX

PROBLEM 1

Problem 1. "John is a bright boy. He does his work well and finishes ahead of his class on all projects. Should I advance John to the project next above in line of difficulty or should I allow him to digress in his extra time into phases of his field which tend to have a broadening cultural value?"

Address The News Bulletin Editor, Room 225 State House, Indianapolis, Indiana.

Do You Have an Answer?

INDUSTRIAL ARTS: NON-TESTED OUTCOMES OF THE GENERAL SHOP EXPERIENCE

DR. DAVID SNEDDEN

I. *Towards Functional Interpretations of Educational Outcomes*

The new advertising advises us not to use a fountain pen as a spade to dig in the earth. Doctors long ago advised patients *not* to use quinine as a cure for corns. Even older wisdom advised against planting thistles when we wanted figs.

All studies and other activities pursued by young people in schools have outcomes—but, insistently asks the new scientific education we are now building, are they valuable outcomes?

"What do you mean by valuable?" asks the inquisitive one. "Well, valuable to the learner, of course. But valuable for him towards serving the larger and more enduring *goods* or *good things* or *social values* or *eudemic worths* for which he *lives* as a member of civilized families, states and other societies."

Wisdom selects *particular* education as means to *particular* worthwhile ends, just as the physician selects particular medicines for particular diseases and as automobile makers select particular metals for particular uses in their machine building.

It would probably be as silly to teach Latin for the purpose of improving personal care of the teeth as it would be to give quinine for appendicitis. It would probably be as silly to teach English grammar as a means of producing competency in the carpenter's trade as to use mahogany to make pistons for automobile engines.

In the bad old day of educational faiths, mysticisms, and credulities men often did contend that through manual training we could teach morality and that the eye would be trained through precise work with sloyd models in wood or clay.

Of course the enthusiast or partisan still contends that nature-study will produce good English usage, and that music is a means to the higher moralities. Industrial arts enthusiasts have never been too modest to join the procession of educational boosters. Shop work in printing can be made to function as better practice in written English. Shopwork in wood could be made to cultivate a wide range of aesthetic sensibilities. Metal work would function as vocational guidance. Electrical work should function as a correlation center for difficult problems in arithmetic.

But hereafter our educational consciences must force us to be less credulous, more discriminating. The least we can do is to be realistically analytical, first in detecting the social or eudemic *needs* which can probably be met by our proposed school offerings; second, critically to examine the possible *types* or *parts* of our offerings which will probably prove of *most* functional value; third, to distinguish at least a few classes of *learners* through whom in varying degrees the proposed studies can be expected to be functional, and, finally, to test out *outcomes*, our *products* to see whether the seeds we have planted have ever grown and produced valuable fruitages of their own.

II. *Possibly Valuable Functional Outcomes of Industrial Arts Studies*

The core content of the industrial arts studies discussed in this paper is found in shop work—and *not* in kitchen work, laboratory work, office work or garden work. But *shop work* can and does extend out to field, residence, and even ship-board and farm mechanic's work, as in bricklaying, concrete foundationing, electric wiring, boat-building, painting, and the like.

Theoretically, *all* the *industrial* vocations of men—the building trades, the minings, the manufacturings, the repairings, and the transportings—can provide early, simple or delight-giving stages which can function as industrial arts.

Practically, however, whole areas of these groups of vocations have never been considerably drawn upon—e. g., coal mining, railway transport, oil-mining, tanning, glass manufacture, steel smelting, lens grinding, ship-building, shoe manufacture, electric power generation.

Practically, also, we have drawn more upon the old handicraft—wood construction, cold metal shaping, job printing, painting and varnishing, and clay modeling than upon factory and other power-operated forms of production.

Practically, too, the most extensive developments of industrial arts processes have been for boys from twelve to fifteen years of age—and, usually, villages or city boys rather than those of the country side.

The expected direct outcomes of industrialarts studies have probably never been hygenic or English speech values, and only vaguely have any but Utopians anticipated moral, civic or religious values from them.

The keen educator knows that it is now the veriest of educational hokum to talk of "handtraining" values, "eyes-and-hand training values," "mental training values" or other over-generalized or abstracted aggregations of supposed valuable outcomes. We require more functional designations.

Even the ambitious term "pre-vocational" no longer serves, since the

realist at once asks "pre-vocational" to what? When we say "wood-working" for carpentry, or electric wiring for the similarly named builder's trade, he then demands that we speak of "pre-carpentry", "pre-bricklaying", and "pre-printing" shopwork or technical studies.

What, now, are the possible and probably valuable outcomes in education which *can* and *should* accrue from industrial arts shop work studies and practices and which should *not* be expected from Latin, from geography, or from written composition?

Clearly there are possible pre-printing, pre-concrete working, pre-plumbing, or pre-automobile training values to be derived from properly arranged schemes of each of these types of shop work.

But these are administratively impracticable objectives of junior or senior high school courses, since out of a hundred boys normally gathered into the seventh or ninth or eleventh grades of public schools it is rare that more than one or two can or should move towards the carpentry or the job-printing or other similar vocations.

The same conditions compel the present writer to discard vocational guidance or orientation as a more than rare and even very incidental function of general shop-work. Of a hundred boys in a Kansas city junior high school one *may* become a house-electric wiring specialist, another a wood pattern maker, and a third a house carpenter.

But there is just as much probability that one or more others will find best vocational openings in oil-well boring, railway passenger conductings, hotel cooking, soil analyzing or coal mine working. How can half-a-dozen lines of shop-work, largely without power-driven machinery effectively function as guidance experiences and the far more essential testing when ninety percent of modern openings for American technical workers cannot practicably be represented in our shop at all?

Some industrial arts work can certainly be made functional towards improving *appreciations* of the esthetic service giving, or other valued qualities of some objects of wide utilization. But here educators must especially guard against mirages. Take two fields above—printing or typography, and automobile engines—in which almost incredible advances have been made during the last quarter of a century, quite unaffected by any school contribution to tastes and standards of utilizers. It is quite unthinkable that industrial arts departments of schools could now add anything to the elevating effects of competitive advertising, the examples of our associates, and other non-school sources in elevating consumer's standards in these fields.

Careful research may, however, discover a few divisions of industrial arts work in which school projects and the attendant reading and discussion might operate usefully in elevating appreciations. Perhaps furniture is one of these—and perhaps more in the constructional and decorative (painting and varnishing) aspects than in the designing aspects. Who knows?

It is very improbable, though possible, that electrical projects could be made to extend consumer's appreciations for safety from fire hazards beyond those now assured by law and craftsman's standards.

In any event, one of the possibly valuable, but certainly relatively minor and occasional outcomes of industrial arts studies will be the utilizer's appreciations.

Some imaginative minds might have conceived of a variety of valuable "social insight" or "social appreciation" outcomes from industrial arts experiences—insights into "how the other half works or lives."

Three very real difficulties confront the scientific educators here. First he knows very little as yet as to what kinds of social insights, especially in fields of economic production are actually "functional" in useful degree, either as foundations of civism, or spiritual culture or vocational guidance.

Second, the areas of economic production for which sympathetic social insights may prove most essential—rubber growing in Sumatra, coal mining in Illinois, tire making in Akron, steel making in Gary, cotton cloth making in North Carolina, for example—are just those farthest removed from any effective representation in school shop.

Third, it seems very probable that moving pictures, illustration, vivid descriptive reading, and excursions will do a hundred fold more to produce these insights than the small individualized and only remotely representative types of economic activity which can be simulated in a school shop.

The present writer thinks that among the untested outcomes here considered that of social insights is almost wholly mythical and illusory.

In the lower school grades various types of simple handwork, hardly justifying the strong term "industrial arts" can be made motivating and correlating centers for more abstract studies. But it is submitted that when really functional objectives of proven usefulness shall have been determined for junior high school grammar, arithmetic, spelling, geography, written composition and even graphic arts and general science, it will be found that possibilities of useful correlations with industrial arts reduce almost to the vanishing point in grades above the sixth.

OLIVER PATENTS A NEW BORER

A new Motor Driven Horizontal Close Center Borer is announced by the Oliver Machinery Company of Grand Rapids, Michigan. It is furnished with automatic feed and automatic clamp or with hand feed and clamp.

This new borer is for fast production, is extremely flexible and adjusts to fit different operations quicker than other types. It is a horizontal type. Furniture manufacturers, automobile body, sash and door, cabinet, chair, office furniture, radio, specialty shops, table, novelty, school supply manufacturers, vocational schools and many others will find this a valuable machine.

Two spindles each rotate at 3600 r. p. m.

The positive automatic feed with a choice of three speeds together with automatic clamping device of stock and the new Universal Head gives this boring machine a decided advantage in the field of strictly modern woodworking production machinery.

The advanced ideas in machine design with quick setting-up adjustments and new patented Universal Head are some of the features. The turning of a small hand crank is all that is required to change the setting of the spindles. A 3½ inch diameter circle represents the scope of the head. Micrometers and dial indicators are used by all inspectors which accounts for the precision workmanship resulting in the smooth noiseless operation of the head mechanism. A large handwheel easily raises or lowers the table for the different thickness of stock.

The head unit is instantly moved forward or backward on the main slide which is easily adjusted by a knobbed handwheel having a built-in locking device.

Capacity is for stock up to 5¼" in thickness. Standard 7/16" 14 threads, to inch shank bits any size diameter up to ¾" will bore two holes in a horizontal direction from ⅞" centers (for the smaller sizes) or any dimension up to and including 3½" centers in any position in ordinary grades of wood.

Full details will be sent to those interested who inquire of the builders, the Oliver Machinery Company, Grand Rapids, Michigan.

PIECES OF EIGHT!

Visit

the Hold of the Ship

—at the Convention

THE OKLAHOMA CITY PLAN OF INDUSTRIAL ARTS

H. F. Rusch
Director, Vocational and Industrial Education

In order that you may have a background for the industrial arts program as now carried on in Oklahoma City, I want to tell you briefly something about the city and its activities.

The last census, 1920, gave Oklahoma City a population of more than 92 thousand. The 1930 census, we believe, will show more than 200 thousand population. Those of you who are not too far removed from your childhood can understand what I mean when I say we have a good case of growing pains.

There is in all probability no other city of this size in the United States that has a population more typical native American than Oklahoma City. The number o foreign born and those of foreign parentage are almost negligible. The city has no outstanding industry. It has many different small ones. As yet, we are not a manufacturing community. We are a large jobbing and wholesale distributing center. The city has many and varied branch houses whose main offices are located throughout the United States.

An industrial survey is just being completed. It has taken one and one-half years to do the job. This survey is financed by an oil corporation whose holdings in the newly discovered oil field just outside of the city are estimated at a hundred million dollars. This corporation is interested in developing industries in and about the city because it has an unlimited supply of cheap fuel at the very door of a city that is destined to become a manufacturing center.

The school authorities are looking forward with a great deal of interest to this industrial survey. The vocational and industrial arts courses will be especially benefitted in making necessary adjustments of courses now existing and planning the program for the future.

Practically all the crafts in the city are organized with approximately one-half of the employes working under the union plan and the other half under the American or open shop plan.

This briefly is the background on which the public school system is attempting to serve the community with its present program of vocational education and industrial arts. You can readily see that no vocational education and industrial arts program can remain static under the conditions described.

Junior High Schools

The school system is completely "juniorized". There are four junior high schools accommodating the 7, 8, and 9 grades with a total enrollment of 6000 pupils. The shops throughout the system are in separate buildings with some shops having a second story used either as an auditorium or cafeteria.

The general physical plan of the junior high school unit is one mechanical drawing room, one woodworking shop, one home mechanics shop, and one shop for electricity and printing. These latter two shops are not as yet equipped in any of the schools.

The power equipment in the woodworking shops is limited to a circular saw, band saw, tool grinder and 8 lathes. The shops are also well supplied with the necessary benches and hand tools. All other shops have the necessary tools and equipment for their particular course.

The whole general purpose of the junior high school program is exploratory, broadening and finding.

There is a limited guidance program in the high schools. In the seventh grade guidance centers around the student himself and the school, the 8 and 9 grade guidance is both educational and vocational. Each junior high school has what is called an activity director who is responsible for all the extra curriculur activities and also for the guidance program. She does, however, ask some members of the faculty to assist her in this guidance work. The school system as such does not have a guidance department.

The course of study designates by semesters what core subjects the student may take. In the 7B grade there are no electives. The boys take industrial arts as one of the core subjects and the girls take home making. There are 5 core subjects to a semester.

The 7B grade work for boys consists of 6 weeks in the woodworking shop, 6 weeks in the home mechanics shop, and 6 weeks in the mechanical drawing room. In our shop activities at this time, we are attempting to interest the boy in experiences such as he encounters in and about the home and at play. This is an exploratory period within a course.

The 7A grade is given over entirely to exploring, broadening and finding in all other fields outside of the industrial arts. This applies to all students in the junior high schools.

Beginning with the 8 grade, the junior high school course is so arranged that a boy may take one elective in the 8B grade and two electives each in the 8A, 9B, and 9A grades. These electives may all be in the industrial arts.

If the student chooses industrial arts subjects in any or all of the grades mentioned above, the courses become more extensive and intensive.

The boy may choose a course in home mechanics for one semester. The classes meet 5 days a week. The recitation period is 60 minutes in length. The average shop capacity is 32 students.

Senior High Schools

I was asked to confine my paper largely to the industrial arts program of the city. However, since the departments of vocational education and industrial arts are administered thru one and the same office and the courses are given in the same shops and the same teachers teach both trade and industrial arts courses, I must refer to the trade courses briefly in connection with the industrial arts program in the senior high schools.

The city has three senior high schools with a total enrollment of 4075 pupils.

The shops at the senior high schools are the same as those at the junior high schools—on the separate unit plan.

The power equipment in the woodworking shops consists of a universal circular saw, a band saw, one each portable mortiser, shaper, and sander, a tool grinder, and eight wood turning lathes. The shops also have the necessary individual benches and tools. Shops in the other departments are equally well equipped to do efficient laboratory work.

The classes meet daily. The recitations are 60 minutes in length. The courses have equal value with the academic courses for graduation. However, there must be a minimum of 4 credits in the industrial arts to apply toward graduation.

All industrial arts subjects are elective.

There is a prerequisite of one semester drawing to all shop courses.

The purpose of the industrial arts courses is like that of other courses—educational. However, they have a distinctively practical value. While it is not the purpose of these courses to teach any trades, yet the content and practices embody principles underlying many trades.

Of the three senior high schools, there are two of the cosmopolitan type where the aim is of general educational value. These schools offer 3 years in mechanical drawing, 2 years in woodworking, 2 years in electricity, 2 years in printing, and 1 year in auto mechanics.

The third senior high school, and the oldest, is now completely surrounded by business houses. We believe that the time is not far distant when this school will be the technical high school of the city. All efforts are being centered to that end now.

This building was completed in the year 1911 at the time when the city was emerging from its swaddling clothes. It covers a space of more than one-half of a city block. Architecturally and in its arrangement it is modern in every respect.

I am singling out this center because there is now being carried on, outside of the academic courses, the trade and industrial courses and the industrial arts courses. The part-time classes meet here. The public night school meets here four nights a week with an enrollment of approximately 3000 students. With this kind of set-up, this should naturally be a well equipped institution.

Students from any part of the city may enroll here if they wish to take the vocational courses.

Approximately every other year, we have all-day trade courses in auto mechanics, in machine shop, and in electricity. This coming semester, we will have an all-day trade class in printing.

We also have one class of 18 boys on the cooperative part-time plan sponsored by the Associated Electric Contractors.

These boys are on the job one-half day and in school one-half day. They receive 15 cents an hour. We do not receive subsidy for this class as we do not meet all the state and federal requirements. These boys expect to receive a high school diploma.

The all-day trade classes are taught by tradesmen whose trade experiences vary from 4 to 12 years. These men are members of the regular school faculty.

We offer at this school a wide range of courses in mechanical drawing,—namely, 2 years in architectural drawing, 1 year machine, 1 year civil engineering, 1 year engineering drawing, one-half year sheet metal, one-half year mapping and structural geology and one-half year petroleum engineering drawing. These two latter courses have been added since the opening of the new oil field just outside the city.

Whenever occasion demands, we do production work in cabinet making for the board of education only. In the auto mechanics, machine shop, the sheet metal shop, and the electric shop, repairs are made only on projects for the student, the teacher and the board of education.

The radio course is largely experimental.

This year, for the first time, a course in ground aeronautics is offered. We have an enrollment of 20 and could have had three times as many.

The print shop courses are given because of their general educational value. However, all jobs done are for the board of education, for the school, and for the school activities. In no case will rush jobs be taken.

Wherever feasible, the lesson sheet and the job sheet plan are used,—especially in machine shop, in electricity, in sheet metal, and in printing.

The part-time program is carried on in all the junior high schools. One of the schools has a full-time part-time teacher. By far, the larger number of the part-time pupils are in the regular classes. There is a decidedly strong feeling in our community that the minimum attainment of a student should be a high school diploma. This is due to some extent to the fact that a number of our large public utilities require as a minimum educational qualification a high school diploma from those who wish to enter their employ. The compulsory school attendance laws also play an important part in keeping boys and girls longer in school.

The minimum state attendance requirements are that the child shall be 16 years of age and have completed 2 years in the high school before he may be excused from school.

The vocational attendance law says in substance if the student has not complied with the minimum academic requirements when he reaches the age of 16 that he must then attend school 144 hours a year until he is 18 years of age.

This part-time group is taken care of during the mornings from 8 to 12. In the afternoons, the teacher does follow-up work. There is one class for the Western Union boys—ages 16 to 18—that meets three times a week at the Western Union offices.

In connection with the vocational and industrial arts department, there is also a federal junior placement bureau. All the working permits are issued through this office to the boys and girls who are 18 years of age and under.

I trust that this brief explanation of our plan of industrial arts education may serve to arouse your interest so that you will want so see us all in action, and to visit the wonder city of the United States. Any time you come to see us, the keys of the city are yours.

THE INDUSTRIAL ARTS PROGRAM OF RICHMOND, VIRGINIA

H. Clay Houchens
Richmond, Va.

Mr. Chairman, ladies and gentlemen, and co-workers in the field of Industrial Arts education, I assure you that Richmond is very much honored in being credited by our program committee with having a successful program of industrial arts education.

But for fear that it might be thought by some that we accept this compliment with an exalted opinion of our work, I hasten to say that such is not the case. We recognize most fully that our work falls far short of the ideal in respect to both quality and scope. However, I trust that this admission on my part will not be construed as an apology for what we are attempting to accomplish. While we are not satisfied we are far from being dissatisfied—we are simply unsatisfied. This, we take it, is a healthy state of mind and one which we hope to retain.

Furthermore, we would not have you credit us with having originated a new plan of industrial arts education. We have only attempted to select, adopt, and arrange ideas as advanced by recognized leaders in education to meet the existing needs of our city. We know that we are doing nothing in industrial arts in Richmond that is not being done in other cities of the country.

To assist you in visualizing the organization of the school organization in Richmond, I desire to call your attention to a chart which was first prepared for the purpose of acquainting our teachers and members of certain civic groups with the purposes and organization of the work. This chart has been quite useful in assisting us in securing concerted action on the part of our people in putting over certain problems in connection with the program. It has been used a number of times before groups of special teachers of industrial arts, at grade meetings of classroom teachers, and before several social and civic clubs and organizations of the city. Probably the occasion of which it is most proud, if we be permitted to except the present, is the time it appeared before a joint committee, composed of committees from the Richmond Chamber of Commerce, the City School Board, the Interclub Council, the Central Trade and Labor Council, the State Board of Education, and several of our leading women's organizations. This joint committee was organized for the purpose of surveying and studying the present needs for a technical high school which had been proposed for the city. It may be of interest to note in passing that this representative body later submitted to the City School Board a report of their findings and unanimously recommending a technical high school for Richmond.

The chart will show that the program of industrial arts and industrial education in the Richmond Public Schools is considered as a problem in articulation for the entire eleven years of school work. You will further notice that we have an organization of only eleven years; Richmond, in other words, is trying to do in eleven years what most school systems are doing in twelve.

The industrial arts on each level of the school system—the elementary school, the junior high school, the senior high school—is considered as an integral part of a unified eleven-year program. The work of the elementary grades leads naturally to the varied shop activities of the junior

high school, and these in turn will serve as a foundation for the more scientific work of our contemplated technical high school as well as for the intensive and specific industrial trade courses now in operation.

Richmond, a city of approximately 220,000 population, has a total school enrollment of 26,000. Of this number 18,800, in round numbers, are in the elementary schools, including the kindergarten and the first five grades; 8,000 are in the junior high schools; 4,800 are in the senior high school grades; 200 are normal school students; and 3,600 attend the classes of the night schools. The others are enrolled in special classes for such unfortunates as those having tubercular tendencies, retarded pupils, delinquents, mentally deficients, and pupils with defective eyesight and hearing.

The purpose of the industrial arts program in Richmond is to contribute as far as possible to the educational needs of each of these groups. With such a variety of needs it is obvious that objectives, content, and methods must necessarily vary.

Time will not permit a description of the part that the use of material is playing in our attempt to administer to the educational needs of the unfortunate children of our community. It is encouraging to note, however, that those directly responsible for the welfare of these children are demanding more and more the assistance of the industrial arts department. This is especially true with respect to the delinquent, the so-called incorrigible, and the mentally deficient types of classes, where the major portion of the work is concerned with the manipulation of materials.

Neither will time permit of more than a hasty glance at the industrial arts organization on the upper grade levels. Richmond does not have an extensive vocational and industrial program. One important objective of the industrial arts program is to develop among our people an industrial mindedness which with the sure development of Richmond as a manufacturing industrial city, will soon create a demand that our schools provide technically trained and skilled workers. We believe from past experience that it is possible, in some communities at least to begin a vocational program too soon.

This we learned in 1914 when Richmond caught the fever of the vocational education epidemic which was very active at that time. Our superintendent of schools at that time, a gentleman still active in progressive education in Virginia, secured for Richmond considerable publicity by means of an industrial survey of the city. This survey, a very excellent piece of work in many respects, when printed had a very large circulation and was in demand for several years wherever a study was being made of vocational education. This report or survey contained recommendations by the survey committee, some several experts in the field of vocational education, for a vocational program for Richmond.

The program which they recommended would not be considered an extensive vocational program in some communities today, but Richmond was not ready for such a program. A considerable number of evening trade classes were organized and began operation as per recommendations, but soon disappeared. It has since been found that the Virginia Mechanics Institute, an endowed technical night school of the city, which has been in existence for more than seventy years, is fully prepared to meet the city's needs for evening trade classes. The pre-vocational school, also recommended by this committee of experts, flourished for about a year and then died a lingering death because only the incorrigible and those of low mentality would enroll. The committee recommended no day unit trade classes, but stated that Richmond did not need a trade school; three years later we organized day unit trade courses preparing boys for the electrical and machine trades and are compelled today to turn away two boys for every one we can enroll. Looking back over the fifteen years since these recommendations were formulated, we are convinced that, for Richmond at least, the vocational program should develop and grow as the vocational needs of the people of the community may dictate.

It was the recognition of this responsibility that recently caused the School Board to go on record as endorsing the recommendations of a special committee of representative citizens to establish a technical high school for Richmond, which should also include vocational courses.

However, as it is the wish of the committee that these discussions be restricted to industrial arts education, I shall devote the short time remaining to the Richmond program on the elementary school levels.

The use of materials for educational purposes was introduced into the Richmond schools twenty-five years ago in the form of kindergartens and handwork or manual training for the first seven grades. I attribute much of the confidence and good will which the industrial arts now enjoy to the fact that we started at the lower end of the school system rather than at the upper end.

This was, as you will recall about the time that the influence of the Herbartain theory and the newer psychology was weakening the doctrine of formal discipline upon which manual training in the upper grades was established.

In the attempt to adjust these conflicting theories and practices, the results fully merited the classical description of Dean Russell when he said a few years later, "Wooly sheep have sported with polar bears under fir trees set in a desert of sand. Bookbinding and block houses, Indian war bonnets and water wheels, inkwells and Navajo blankets, bent iron gimcracks and raffia baskets, bookshelves and doll clothes, broom holders and picture frames—all these and a thousand more mixed up in indescribable confusion!"

Credit is due to the philosophy of such leaders as Dr. John Dewey, Dean Russell, and to the teaching and organization plan of Dr. Frederick Bonser for our present industrial arts plan in the elementary schools. Our tentative course of study for these grades is made up practically entirely from the contents of Dr. Bonser's book "Industrial Arts for Elementary Schools", while our teachers who are doing the best work have been students under him at Teachers College.

I have but to mention the objectives of the work for you to recognize how completely the Richmond plan on this level reflects the teachings of Dr. Bonser. The subject is concerned with the study of industry and its vital relationships to life. It has to do with the aesthetic and economic values of materials, with fundamental processes of manufacture, and with the human problems of the workers. In addition to this, industrial arts on this level offers ideal situations whereby the other subjects of the curriculum are brought into close connection with the real problem of life and which appeals to the nature of the child. The large purpose of industrial arts in the elementary school is to teach the children, regardless of sex and future vocation, those things that all persons, as consumers and citizens, need to know and to be able to do relative to intelligent use of the products of industry, and to cooperate intelligently and humanely with others in the regulation of industrial production. The relationships to other subjects are very close. In fact, in many of our classes the idea of teaching children rather than the teaching of subjects has developed, the children are seldom subject-conscious, and the teacher is beginning to think of subjects only for the purpose of classification and organization of content.

In the beginning of the elementary school period, under the leadership of the classroom teacher, the children are

happily engaged in simple creative experiences which illustrate concretely to them the home and community life in which they are so vitally interested, and which make real the contents of the other subjects. The play spirit and the desire of children to manipulate materials are utilized by the teacher to develop a sense of the interdependence of mankind, individual and group responsibility, and to teach the value of cooperation for the common good.

As the children advance in grade and experience the content of the work changes from the study of the family and community to the study of other peoples and then to a more intensive study of the important industries which supply the necessities of human life. Likewise the handwork in connection with the study gradually becomes more technical as the children proceed through the grades.

The children leave the fifth grade for the junior high grades with a fund of industrial knowledge, usable skills and habits, valuable attitudes and appreciations which enable them naturally and easily to participate in the more intensive and more technical shop experiences of the junior high school, and which will serve them in every situation of life.

In conclusion I wish to say that the teachers of our elementary schools in Richmond are becoming more and more convinced that no school system can hope to realize the larger objectives of modern education that fails to make use of the developing and socializing contributions offered by the industrial arts. They are beginning to see that in the preparation of children for the duties and responsibilities of our complex civilization it is important that they include in their teaching the study of industry—its processes, its products, and its peoples.

Furthermore, they are aware that the manipulation of the materials of industry offers means and suggests methods peculiarly suited to the general development of children along the several grade and age levels; that such activities make more real and live the other studies of the curriculum and release the potential abilities of the pupil through the enthusiastic exercise of his inquisitive investigative, and creative impulses.

Industrial Arts offers a method of teaching and a means of development which utilizes the natural interests and impulses of children for their greatest good.

Junior High School Level

1. Objectives
   a. Developmental
   b. Discovery by Exploration
   c. Avocational values
   d. Handy man
   e. Consumers knowledges and appreciations
2. Types of Shops
   a. Unit or one study type
   b. General or diversified
3. Courses of Study
   a. Instructors perturbation
   b. Definite objections—scientifically determined
   c. Flexible to meet varying situations
4. Instructors
   a. Skilled craftsmen
   b. Graduate from Engineering Schools
   c. Normal School
   d. Extension Courses for teachers

Elementary Schools

1. No special teacher
2. Teachers' objective—the project method using materials
3. The directors objective—the same as the teacher and also to teach industry
4. Providing means
   a. Benches and tools in classroom
   b. Special laboratories
5. Getting the plan over
   a. One or two principals
   b. One or two teachers
   c. Permission to experiment
   d. Committee on Course of Study
   e. Teacher meetings
   f. Holding grade meetings
   g. Teachers participation with course of study
      a. Type projects
   h. Exhibits
   i. Exclusion courses

SUCCESSFUL EXAMPLES OF CO-OPERATIVE PART-TIME EDUCATION—PENNSYLVANIA PLAN

P. L. Cressman

Director of Industrial and Continuation School Education, Department of Public Instruction, Harrisburg, Pennsylvania

The program indicates that I am to speak on the "Penn Plan," which after all is not so different from the Pennsylvania Plan; for William Penn is quoted as saying:

"That all children within the Province of the age of twelve years, shall be taught some useful trade or skill, to the end none may be idle, but the poor may work to live, and the rich, if they become poor, may not want."

It is well for us at the beginning to have a clear understanding as to what we call cooperative part-time education in Pennsylvania. It means that form of vocational education where pupils spend alternate periods of time, usually two weeks, between school and industry. In industry they are securing training and practical experience while in school they receive educational training of a related and academic nature. In speaking of cooperative students we do not include the more than forty-five thousand continuation-school pupils nor do we include the more than seven thousand unit-trade students who spend one-half of their time in school shops and the remaining one-half time in related and academic work nor that large group of apprentices who attend school from four to eight hours a week on a voluntary basis.

Dean Snyder of the University of Cincinnati, and more recently president of that university, was a Pennsylvania lad and graduated from Lehigh University. His education and training was such that he was very profoundly impressed with the need of some plan of education which would give youth contact with the practical phases of life as well as the theoretical training in college. Dean Snyder, as we all well know, may be regarded as the outstanding educational leader of the cooperative part-time plan of education.

In 1911 the City of York, Pennsylvania, organized the first cooperative part-time course as part of a trade education program for youth of high school age. This program has had a regular and steady increase each year since this work was inaugurated.

Last year there were twenty districts in Pennsylvania conducting industrial education programs on a cooperative part-time plan. This year there are twenty-five districts operating on this plan. This is a twenty-five per cent increase. There are, at least, five districts that are contemplating this new form of organization at the present time. The annual report of last year indicated that there were over one hundred and thirty teachers teaching eleven hundred and sixty-one students enrolled in twenty-eight different trades as follows:

Architectural drafting
Automobile mechanics
Automobile painting
Body building
Bricklaying
Cabinetmaking
Carpentry
Concrete construction
Electrical construction
Ice cream making
Linotype operating
Machine shop practice
Mechanical drafting
Metal trades
Molding
Ornamental iron work
Painting
Paper hanging
Pattern making
Plastering
Plumbing
Printing
Sheet-metal work
Structural iron work
Surveying
Textile work
Watch making
Woodworking

The districts operating this program range in size from a township of

Continued on Page 35

BOOK REVIEWS

A new textbook, "Statistics for Teachers," written by Dr. Ernest W. Tiegs, Dean of University College, and Dr. C. C. Crawford, professor of Education at the University of Southern California, has just come from the press of Houghton Mifflin Company.

"One of the distinguishing characteristics of the great change which has taken place in educational work within the past twenty years, has been the application of new statistical procedures to the study of educational problems," states Dr. Ellwood P. Cubberley, Dean of the School of Education at Stanford University, in the "Editor's Introduction" to the volume. "A new educational literature has been created within recent years. New terms have been introduced into current educational thinking that are meaningful and need defining; new types of graphic display have been employed; and new mathematical formulae which two decades ago were unknown, have been derived and applied to the study of educational and social and psychological problems.

"It is a common need of teachers and beginning students of education that the authors of the present volume have tried to meet by preparing a textbook that will enable the teacher or student who studies it to follow intelligently the current educational literature. The text has been constructed largely on a learning-by-doing plan, supplementing the usual statistical theory by adequate practical exercises," comments Dr. Cubberley in the introduction to the new book.

GENERAL MECHANICAL DRAWING, by R. A. McGee and W. W. Sturtevant, Bruce Publishing Company.

The development of the Junior High School has called for text material of a general type that will give the young student a correct view to the demands of industry in various lines of work.

This book on General Drawing is an excellent example of material prepared to do this job of giving the learner a correct picture of the needs and opportunities in this field.

The book is arranged as a series of lessons and includes examples from all of the fields of drawing. It is well illustrated and is an excellent contribution to the literature in this field.

EVERY DAY ARITHMETIC FOR PRINTERS, by John E. Mansfield, McGraw-Hill Book Company.

This book is a second and revised edition of mathematics for printers and is up-to-date. The writer thought he knew quite a little about the mathematics as applied to printing, but found some new applications in this text.

The mathematics used by printers are not what we would call higher mathematics but the applications are highly important. This is an excellent text for the trade pupil.

INSTRUCTION MANUAL FOR PAPER HANGERS. UNIT I. Paste-table Work and Hanging Simple Patterns, by Claude H. Ewing, McGraw-Hill Book Company.

The proper preparation of lessons for teaching any trade is an important factor in the job. This book is a beginner's text for the use of apprentices. It was prepared after a careful analysis of the trade and the operations are carried out according to the methods used by Arthur L. Clark, a skilled worker.

This is an excellent contribution to the literature of trade training.

MATHEMATICS FOR ELECTRICIANS, by Martin H. Kuehn, McGraw-Hill Book Company.

The problem of what to teach as related mathematics is one that always confronts the vocational school. For the field of electricity, this text by Martin H. Kuehn of the Seneca Vocational School, Buffalo, New York, seems to be a very complete answer. Most of us are aware that electrical mathematics deal to a great extent, with algebra and particularly with the equasion.

The author has arranged the book so that each chapter of pure mathematics is followed by a chapter which makes the applications of these principles to the electrical field. It includes in addition to the algebra, a chapter on the slide rule and several chapters on geometry and trigonometry as they apply to the electrical field.

This is an excellent book for the related mathematics teachers.

—Geo. K. Wells.

MINNESOTA MECHANICAL ABILITY TESTS

Reduction of the factor of chance in vocational education can be provided only in the form of valid and reliable tests for specific abilities. Such tests in the field of mechanical ability are now made available, after four years of research, in the MINNESOTA MECHANICAL ABILITY TESTS (University of Minnesota Press, $5.00). The tests presented in this book, which is the work of five Minnesota psychologists, are those which survived a preliminary examination and were then used with 150 Junior High School boys of Minneapolis as subjects. The aim of the investigators was to discover that particular ability which enables a person to succeed in a restricted range of vocational and trade school courses.

NEW SOUTH BEND LATHE BULLETIN

South Bend Lathe Works, South Bend, Indiana, has just published Bulletin No. 18. This 16-page, 8½" x 11" booklet, in two colors, illustrates, describes and prices their 1930 New Model 18-Inch Swing Back-Geared Screw Cutting Precision Lathe with the various assortments of chucks, tools, and attachments.

An item of special interest is the New Model Tool Room Precision Lathe which is practical for the making of precision master taps, screw gauges, special screws, dies, fixtures, and tools to meet the most exacting demands of the expert mechanic.

It is stated from the factory that a free copy will be sent post-paid to any one, who writes for it.

TOO MANY FARMERS, by Wheeler McMillin is a book that should be in the library of every teacher of vocational agriculture. He will do well to call the attention of the members of his class to the material and information to be found in this volume. Clear, concise and far reaching is its point of view relative to what's ahead for farming in the light of what's behind and with us now. You *need to read* a book like this.—William Morrow and Co., New York.

THE HISTORY OF AGRICULTURAL EXTENSION IN THE UNITED STATES, by Smith and Wilson is timely in its appearance. Vocational education leaders

throughout the United States are intensely interested in the subject of Federal participation in education. The Wilbur Committee has made its first report and discussion is now as to what may happen as a result. Smith and Wilson in a straightforward and clear cut way, set forth the development of agricultural education in the United States and discuss the enactment of federal legislation supporting this development. In no other volume can you secure so complete a picture of what has taken place.—John Wiley and Sons, New York.

SOCIAL WORK'S FIRST YEAR BOOK

An event of unusual significance in the history of organized welfare activities in the United States is the publication by the Russell Sage Foundation of the first Social Work Year Book ever issued. Social work in this country, as the Preface of the new volume states, "has its professional organizations, its professional schools, its national conferences, and its periodicals. But unlike many other professional or occupational groups it has hitherto had no comprehensive, periodical record of its varied activities." The new publication has been undertaken by the Foundation "in the belief that the progress of social work will be advanced thereby, its unity increased, and popular understanding of its aims enlarged." Present plans call for biennial issues along the general lines of the volume just published.

The editor, Fred S. Hall, explains that the Year Book is not an encyclopedia of social problems or social conditions. "It is a record of organized efforts in the United States to deal with such problems. The problems themselves are discussed only to the extent that is necessary for an understanding of the forms of social work related to them. No problem or social condition is described unless some agency exists for its control, prevention, or study."

The volume is essentially a reference book. Except as to the year 1929 its articles are in the main judicious summaries of material already in print in more or less scattered form, supplemented by such information as contributors have supplied from their own experience. Practically all articles include a summary of the developments and events of the year 1929, and a brief list of references to published material of value to the general reader.

School Press Management and Style by Lambert Greenawalt, McGraw, Hill Book Co., New York, $3.00

There is vastly more to publishing a school paper than merely setting type, reading proof, and blocking forms. As the editor must in January, "write your memorial rhyme or tale, stamp and send it through the mail", so must those who sponsor school printing and school publications give consideration to problems that antedate type, ink and galley. All of these things are ably discussed in "School Press Management" by Greenawalt just now being offered by McGraw-Hill. It presents a complete and flexible plan for the management of school publications. There are three main divisions in the book: (1) Launching a School Publication, (2) Efficient Management, (3) Theory and Practice of Scholastic Journalism.

This book appears to be just what has been needed. It should be available in every school in the country engaged in school publication work. Printing teachers and instructors of journalism can make great use of it.

Principals of Trade and Industrial Teaching, by Selvidge & Fryklund, The Manual Arts Press, Peoria, Ill., $2.75.

The principles which are foundational to good industrial teaching should be known by every teacher and every prospective teacher. These are taken up in a systematic manner by the authors of this text.

The subjects of several of the chapters are as follows:

Chapter I. A statement of the problem.
Chapter II. What the teacher should be.
Chapter III. What shall we teach.
Chapter IV. Analyzing our task.
Chapter V. Analyzing our material.

The book continues with nineteen chapters, the last of which is Measuring Results.

Any text that Mr. Selvidge has a hand in writing is bound to be a good one. Mr. Fryklund, who was Professor of Industrial Education at Nebraska State Teachers College, Kearney, Nebraska, but who is now at the University of Minnesota, has contributed at various times to the magazines in the industrial field and is a student of such problems.

The text is a worth while addition to the literature on teaching.

Teaching Problems in Industrial Arts, by Manual E. Erickson, The Manual Arts Press, Peoria, Ill. $3.00

In this interesting volume Mr. Erickson has provided a guide for the Industrial Arts teacher from the hour and day he begins his work until the end of the school year. It would be hard to find any problems that the teacher would be called on to solve that has been left out.

This text could be used in teacher training institutions as a text for a methods course or as a handy reference in the class room. It is a very readable text and Mr. Erickson is to be commended for this contribution.

Mechanical Replacements, by Roenigk, The McGraw-Hill Book Company, $1.25.

This manual is a comprehensive treatment of automobile repair operations, which involve the replacement of worn or damaged parts. It is designed to develop abilities in—(a) determining when re placement is necessary; (b) removing worn and damaged parts; (c) selecting new parts; (d) in using proper tools; (e) installing work done; (f) testing the accuracy of the work done and (g) in making working drawings of repair parts when needed.

Not all of the repair jobs in automobile service work are included, but those of major significance dealing with (a) Replacing Standard Parts; (b) Manufacturing Service parts; (c) Pistons and Connecting Rods; (d) Ball and Roller Bearings; (e) Springs; (f) Bushings; (g) Gaskets and (h) Frictional linings are included. The book should be invaluable to teachers and pupils in Auto Mechanics. A copy should be found on every desk.

Continued on Page 43

Co-operative Education

Continued from Page 33

twenty-five hundred to the city of Philadelphia of more than two million population. The local districts invested $51,007.93 in this form of education while the state paid $51,330.25 and the federal government $20,916.53 as their share of the cost. This made a total of $123,254.71. The percentage of this cost was distributed as follows: Local—forty-two percent; State—forty-two percent; and Federal—sixteen percent.

Plan of Organization

The local districts vary somewhat in the length of course in the co-operative part-time plan. Some districts have this form of organization only in the twelfth grade. Other districts have it in the eleventh and twelfth grades while still others have provided for it in the tenth, eleventh, and twelfth grades. However, through the years of development a pronounced tendency has been noted until we have come to the place where we speak of it as the Pennsylvania Plan.

Industrial arts work is given in Pennsylvania in grades seven, eight, and nine. The industrial work in the tenth grade is on a unit-trade-course basis where initial trade preparatory training is given. This is followed by two years on the part-time cooperative plan where the boys spend two weeks in industry and an alternate two weeks in school. This course leads to a high school diploma and has been accepted by several colleges, of high repute, as satisfactorily meeting college entrance requirements. The purpose of this course, is to train young people for skilled occupations in industry.

Most of our unit trade classes had been operating on the plan of having boys spend one-half day in school shop and the other half-day in academic and related work. Due to the frequent interruptions by school assembly programs and the like, the shop situation was far from being typical of real situations in industry. In a number of our all-day unit-trade classes such as machine shop and auto mechanics the time required to do certain jobs is frequently longer than three hours.

For these reasons it was found advisable to organize certain unit trade classes on an alternate two-weeks plan. The boys spend two weeks in the school shop and then the next two weeks taking their related and academic work. There have been a number of advantages in this new organization. In addition to those just mentioned it has afforded an opportunity to place a boy whenever industry needed him and he was prepared to go. He avoided the problem of wholesale placement at the end of the school year. This plan also affords a place for the boys to secure additional training during dull-season employment conditions.

Problems to be Met

While we have had substantial growth in the cooperative form of education in Pennsylvania and progress has been made all along the line, nevertheless, several major problems still need to be met:

(1) While the co-ordinator has been doing a very good piece of work, nevertheless, it is felt that he needs more specific training for his job. Several plans are under advisement, at the present time, to meet this particular need. The success or failure of this program depends in no small measure on the qualifications and training of the co-ordinator.

(2) With the varied groups that we have enrolled in these courses there is need for additional and more specific text material for the various trade groups. The text material furnished by the U. T. A. and I. T. U. and by correspondence schools have been used to distinct advantage. The International Correspondence School material of Scranton, Pennsylvania, has been used in the cities of York, Williamsport, Lancaster, and other districts in Pennsylvania, since the inauguration of the program in these respective cities, with marked success.

The State Trade School as a Solution to Industrial Education in State Having No Large Industrial Centers

E. F. Riley

President of the State School of Science, Wahpeton, North Dakota

The object of this talk is to tell you of the advantages of the single unit trade school as a solution to the industrial education problem in a state having no large industrial centers. The main points in favor of this plan are as follows:

(1) Builds up recognition of trade and industrial education by establishing a state school under state control on an equal basis with other state universities and colleges.

(2) Builds up all of the trade training in a central point where proper organization may be established, definite instruction may be secured, adequate equipment provided, and a trade atmosphere maintained.

(3) Makes possible the crystalizing of public sentiment and gives the trade program in the state the importance and publicity that it can receive in no other way.

(4) Builds up a central unit organization from which branches out a better organized evening school program.

(5) Provides a central unit from which the instructor-training program may be developed.

The State of North Dakota designated the State School of Science as the Trade School for the State of North Dakota in 1922. All of the trades work in the state is conducted at this school and the State School of Science was, at one time, a state owned and controlled educational institution with a very few students and was of rather questionable value in the state educational system. The school had at that time a Junior College and it has continued to have a Junior College Department.

The first real trades work started in 1923 with a small printing department; the next year electrical trades and auto-mechanics was added. The school has grown from a very small beginning to the present student body of approximately 350 students. This is about the capacity of the school.

North Dakota is a sparsely settled state of large area. It has a population of 650,000 and no large industrial centers. Over one half of this population is in the eastern one-third of the state.

The success of the single unit state trade school is due in a large measure to the success of the part-time-dull-season courses because this plan enables people to get what they want when they want it. In all of the building trades and in many of the other trades, such as auto-mechanics and electrical there is a dull-season during the winter of approximately four months. This makes it possible for for anyone interested in trades in any of the communities in the state to leave their homes and attend a central unit state school for the purpose of extending their knowledge of the trades.

All of the trade courses offered have been divided up into units so that it is possible for any student to secure training in any trade, for any length of time. Some of the trades courses are offered for the full school year and regular two year courses are available for those who want to prepare themselves for entrance into wage earning occupations. These courses are also divided into units and a student may enter these two-year courses for any phase of the work and thus take advantage of the dull-season plan in every trade course.

Another reason for the success of this plan has been the selection of only outstanding tradesmen of many years experience as instructors. The courses have been kept practical and on a production basis as much as possible. The printing department operates on a production basis almost entirely. In the electrical department, motors are rewound on a production basis from all over the state. In the auto-mechanics department the work is carried on exclusively on a production basis. In aviation the rebuilding of wrecked planes has practically been the exclusive work of this department. At the present time this school is practically the only place in the state where a plane can be rebuilt and meet

Continued on Page 41

Stout Institute

A state teachers college exclusively devoted to the training of men and women for teaching and supervisory positions in Home Economics and Industrial Arts. Stout graduates are in demand in nearly every state in the Union and in foreign countries. Students enroll from the extreme limits of the country. In the preparation of young men and young women as teachers of Industrial Arts and Home Economics, The Stout Institute was a pioneer. It is today the only institution in America giving its attention exclusively to these lines of work.

WRITE

Burton E. Nelson, President

THE STOUT INSTITUTE

Menomonie, Wisconsin

Home Economics

Continued from Page 27

justify the tendency to look upon the modern American home maker as a lady of leisure with little more to occupy her time than the intellectual and managerial job of parcelling out the family income among the various agencies who contribute to the feeding, clothing and housing of her family. We see certain changes already accomplished and more impending in home management and are apt to philosophize upon the effects of these changes upon the home maker's job as though they were present facts instead of future possibilities. The apparent fact is that in a large majority of middle class homes in America, the homemaker still cooks and serves three meals a day, makes a large part of her own and her children's light weight clothing, does the cleaning, scrubbing, washing and ironing, takes all the care of the small children, the sick and the aged in the family, plans the saving and the spending of the income. In addition, the farm woman does kitchen and flower gardening, cares for poultry, and other small stock, cans fruit and vegetables, and does a variety of similar tasks. One in six of the 14 million city housewives is also a full time worker outside the home, without, in most cases, any appreciable relief from homemaking tasks.

What are the tasks which have gone out of the home, about which we hear so much? Bread making, food canning and clothing construction are usually instanced. In the vocational survey‡ conducted in Fresno in 1926, under the supervision of Wm. John Cooper, it was found that in one-third of the homes reported upon, all bread was baked at home, in approximately 90 per cent of the homes, all cakes and pies used were made at home, and in a similar proportion of cases, jellies, preserves and canned fruit were put up by the homemaker. All laundering and most of the making of cotton and silk clothing for the mothers and children was done at home in the majority of cases in Fresno, as well as in the Bureau of Home Economics survey. It is safe to say that bread baking and vegetable canning, as well as the construction of men's and boy's clothing and of women's and children's coats and hats, have in most cases gone out of the hands of the housewife, but the case is not proved for any other of the traditional household tasks. There is evidence on every hand that commercial agencies are anxious to relieve the housewife of other burdens, such as laundering, all baking, canning and many other cooking operations, all clothing construction, and house decoration, but of course, at a price. Where ready made articles are not available to relieve the housewife of labor, ingenious and expensive equipment is offered her to minimize that labor. Vacuum cleaners, washing machines, ironers, dishwashers, vie with each other to gain her favor, and release her time for the higher things of life. In most cases this equipment is too expensive for the women who need it most to be able to obtain it, and the economic desirability of investment in it is questionable in any case because of the large amount of time it is not in use. Group purchase of such equipment may be of value, but it is surrounded with the usual difficulties or consumer cooperation.

Even though in two or three generations most of the laundering, baking, canning and sewing are eliminated from the homemaker's job, a substantial residue of duties will remain, in the care of children, purchasing of supplies, cleaning and furnishing of the home, and service of the meals. Homemaking is likely to remain a full-time job for the majority of married women for a long time to come, at least during the years of their children's minority. Education for this occupation has every right to be called vocational education, and to be developed as Dean Emeritus James Russell of Teachers' College, Columbia University, has recently said , upon every level of the educational system. There is indeed material in the job for professional training of university type, for junior college, high school and trade training school of pre-professional or vocational type, and for junior high school training of prevocational type. Such training should be available on each of these levels, as indeed it is in a good many communities.

But granted that there is a useful occupation called homemaking and that a very large number of women are engaged in that occupation and no other, and that preparation for that occupation may well occupy a place in our educational system, there are still certain practical and philosophical difficulties to be met in dealing with the problem.

In the first place it is generally agreed that vocational education is effective only when the student has the vocational urge, has chosen a certain kind of job and sees himself on the verge of placement in that job. But girls of less than college age cannot be expected avowedly to choose the homemaker's job, nor can they, under modern conditions, be expected *not* to choose some immediately gainful occupation. They are thus unconsciously on the horns of a dilemma, having to prepare for at least a temporary stay in a gainful occupation and long retirement to one which is only useful. I believe that the interpretation and administration of the Smith-Hughes Act, so far as it concerns homemaking education has up to the present done little to help these young girls to solve their dual problem. In most schools, only homemaking subjects, taught as of non-gainful type, are open to girls who wish vocational training. In the larger centers commercial outgrowths of these home tasks are being developed, but a clear distinction between vocational homemaking as such, and commercial or trade education in fields serving the home has usually not been made.

It is obvious that if certain tasks are to be done outside the homes, workers will be engaged in these tasks, and their preparation may well become part of the vocational educational system. Why should not young girls be trained to bake bread and cakes and pies in the commercial bakery, to occupy the higher jobs in the commercial laundry, to design, make and sell ready made clothing and hats, to buy, cook, and serve food in the restaurant, or cafeteria? These trades are of course open to both men and women, but no one will deny that better products and higher standards are likely to prevail, particularly in the food trades, if trained women workers are sent into them in great numbers.

Again, the old and unhonored job of domestic helper awaits uplifting by the production of skilled and specialized entrants. In bulletin 37, issued by the Federal Board for Vocational Education, in 1919, entitled "Survey of the needs in the field of vocational home economics education," of 13 groups of women and girls described as likely to profit by such education, three are made up of those who are either already employed in domestic service, or who may be prepared for such service. Approximately one-third of all women engaged in gainful occupations in the United States, are engaged in domestic and personal service, the training for which may be expected to emerge from the same foundations as that for the homemaker. In the more sophisticated communities there is developing a demand for skilled part-time specialists in domestic tasks, a demand which might well be fostered and met by the vocational educational program. One of my economist friends speaks of the desirable day when the professional cook will drive up to the door in her automobile, prepare and serve a perfect meal, and drive away to her next client, leaving the clearing up and dish-washing to a lower grade inexpensive assistant. This picture only slightly exaggerates the condition which has come to pass in many city families of the more comfortable middle class. Wage-earning by means of domestic tasks is the oldest, most wide-spread,

and still the least honored opportunity open to women. It has always seemed to me that the intent of the Federal Vocational Education Act of 1917 in including homemaking among the vocations to be taught was primarily the dignifying, improving and uplifting of domestic service. This occupation has however, been looked upon as the Cinderella of the group by the leaders of the movement and has been given but scant attention. Offering of such training should of course be made only in those communities in which its graduates are likely to find suitable employment. It need hardly be pointed out that training of household assistants such as is likely to be practicable on any educational level, is at the same time vocational training for the future homemaking of these same girls.

But what of that great group of girls in the high schools who have elected some other type of vocation, such as is illustrated by the commercial course, which cannot be made to integrate with any of the homemaking skills and interests? What of those future leaders who have chosen the professions or at least a college training? What of that still greater number who have as yet chosen nothing? Should these girls be obliged to choose between getting nothing in this field or the intensive vocational homemaking courses which are suitable for those who will pursue one or another of the domestic occupations? Perhaps 80 per cent of all girls in all groups will within 10 years of leaving high school settle into the homemaker's job. Surely something should be done for all of them even though it be done indirectly and perhaps inadequately. My contention is that, suitable home economics subjects available for all high school girls should be of general educational value and should be treated as of fundamental tool furnishing type, just as English, foreign language or arithmetic are now considered. The preparation of women for homemaking is perhaps as important for the community as it is for the girl, and a minimum of such preparation should be a universal requirement for high school graduation. The choice of a wage earning occupation should not affect this requirement any more than it affects required instruction in English and civics. I stress the requirement for girls, but there is no doubt that a similar but quantitatively less important requirement is needed for boys as well. The teaching of the scientific method, of social and economic concepts, of esthetics, may all be embodied in this group of home economics subjects, and may indeed be more effectively taught thus than when segregated in the academic fashion**. A certain amount of such combination instruction is already finding its way into the curriculum of progressive schools, but the old deplorable separation of home economics as a "special" subject is still far too prevalent. The one great subject which is surely not "special", but instead, universal, is that which puts into the hands of girls the means of carrying on efficiently life as it is still lived by the vast majority of American women.

I have attempted to show that homemaking is a useful and important full-time job held by some 26 million women in America today, and that it is made up of tasks requiring various grades of skilled and unskilled labor, as well as judgments and appreciations of high professional type. For those girls who can and will train for this occupation in the high school years, full vocational training should be available. Older girls and women in the part-time schools may also avail themselves of this opportunity as their need for help in homemaking problems develops.

Other more specific vocational aspects grow out of this training, those which lead into remunerative jobs depending upon the same fundamentals needed for non-gainful homemaking. Some of these are connected with the food trades, such as baking, cooking, cafeteria management, waitress work, food advertising, manufacture and sales. Some are found in the textile trades, such as department store selling, dressmaking, millinery, design, interior decoration. Commercial laundering and dry cleaning, hotel service, hairdressing, and beauty parlor service, are other examples of the vocations for which girls may be trained by alert teachers of home economics subjects. "Week about" or "term about" service in the trades and in school, can be and are being arranged in all these groups. And surely adequate preparation for the job of household assistant may easily be included in this list.

---

*H. Kneeland. Is the Modern Housewife a Lady of Leisure? Survey-Graphic Magazine, June 1, 1929, p. 301.

---

‡Univ. of Calif. Div. of Voc. Ed., Div. Bull. No. 20. A Study of Vocational Conditions in the City of Fresno. 1926.

---

†U. S. Office of Education. Home Economics Letter No. 9. Proc. of 4th. National Conference of Supervisors and Teachers of Home Economics, Boston, Mass., July 1, 1929.

**A. F. Morgan. The value of certain home economics courses as a means of general education. School Review, vol. 35, p. 518, 1927.

News Notes

Continued from Page 26

TEXAS

Texas starts the new school year with 315 departments of vocational agriculture, 235 being for white pupils. Reports show that 35 of these departments are beginning departments this year.

Trade and Industrial Teachers Conference Held at A. & M. College of Texas

The State Director of Trade and Industrial Education, N. S. Hunsdon, working in cooperation with the teacher training institutions, the A. & M. College of the University of Texas, called a conference to be held at the A. & M. College during the week of June 16th to 21st. The success of the conference was due to the advance plans made by Mr. Williams, Professor of Industrial Education in A. & M. College, and the State Director of Trade and Industrial Education in securing well known workers in the field of Vocational Education and thru the cooperation of the State Supt. of Education, S. M. N. Marrs, and the State Board of Education in approving the plan of aid in holding the conference.

Those present at the conference included teachers of vocational education working under the State Smith-Hughes plan and the industrial arts teachers attending the summer school of the A. & M. College.

The conference was under the direct supervision of N. S. Hunsdon, State Director, and Prof. E. L. Williams of the A. & M. College, assisted by the following leaders:

Geo. H. Fern, Associate Professor of Industrial Education, A. & M. College; C. E. Rakestraw, Regional Agent, Federal Board for Vocational Education; Ray F. Kuns, Principal, P. T. Automotive Trade School, Cincinnati, Ohio; Miss Laura Murray, Chief, Bureau of Trades & Industries, Teacher-Training Department, University of Texas; L. W. Fox, Director of Vocational Education, San Antonio, Texas; C. C. Rigney, Director, Engineering & Trades, North Texas Agricultural College, Arlington, Texas.

More than 1600 contestants and coaches attended the Thirteenth Annual Texas Smith-Hughes Contests held during April of this year at the Agricultural and Mechanical College of Texas. Twelve hundred and twenty-seven boys actually participated in the contests. One hundred and thirty-seven Texas schools, representing every farming area in the state, entered a total of four hundred and nine teams, many schools having teams in more than one contest.

Life Memberships
in the
American Vocational Association

Why is life membership in the American Vocational Association, Inc., important?

1. The American Vocational Association, Inc., is the only organization encompassing the Western Hemisphere that is concerned exclusively with vocational education.
2. The American Vocational Association, Inc., through its parent organizations, has been the sole international organization for promoting vocational education from the first organized efforts along this line in 1906.
3. The parent organizations—The National Society for the Promotion of Industrial Education; The National Society for Vocational Education, and the Vocational Education Association of the Middle West, were responsible for the program of education that resulted in the passage of the Smith-Hughes Act and prior State Vocational Education Acts in Indiana, Massachusetts, New York, New Jersey, and Pennsylvania.
4. The American Vocational Association, Inc., sponsored the Federal Legislation for increased appropriations for vocational agriculture, vocational home economics, and civilian vocational rehabilitation, and is now sponsoring the Federal Legislation for increased appropriations for trade and industrial education.
5. The American Vocational Association, Inc., through its divisions of service—agriculture, home economics, trade and industry, vocational rehabilitation, commercial and part-time education—, its quarterly official publication, and its annual convention activities, is maintaining universal interest in Vocational Education, is establishing high levels of attainment in vocational education, is the outstanding international spokesman for equal educational opportunity for employed youth, is the leader in vocational education statesmanship in the American Continents.
6. Life membership in the American Vocational Association, Inc., is the paramount means by which one can perpetuate his or her support and influence in the cause of vocational education, can permanently align himself or herself with the effective promotion of educational opportunity in vocational education, can extend into the far future his or her personal contribution to the personal welfare of young workers.
7. Now is the time to make this contribution. At least one hundred friends of Vocational Education should respond with the remittance of one hundred dollars by December 1.

Z. M. Smith, *Secretary*.

Send remittance to Z. M. Smith, Room 225, State House, Indianapolis, Indiana.

APPLICATION BLANK

I.....Official title.....

hereby remit one hundred dollars for life membership in the American Vocational Association, Inc., for myself or ..... (If not for self, insert above the name and address of the beneficiary)

Full Sail Ahead!

Being the Log of the Good Ship Enroute to Milwaukee

Oct. 3. Lying at anchor in Delaware Bay, fidgeting to get underway. Byrd is about the only American capable of loading this Ship for this cruise. If any more passengers arrive, someone sleeps in the pump house with the Eskimo dogs.

Oct. 6. President Chapman drove down Market Street in a Conestoga Wagon with two oxen. He lashed his outfit half way up the gang plank before the skipper discovered the invasion. Paul planned to stage a pageant in Milwaukee depicting vocational education as a pioneer on wheels. The oxen and the idea had to be discarded.

Oct. 7. At seven o'clock a dory bumped our rudder and in the bump was Sylvester and Rydingsvard, who had rowed up from Baltimore and Norfolk. They brought aboard fifteen pounds of blue fish as a precaution against food shortage. Guy Via began classes in navigation. Three birds, not gulls, slept in the Crow's nest last night.

Oct. 9. Dennis and Whitney zoomed in from the West, landed in Camden and thinking they were still in Pennsylvania congratulated Hall on his vocational school, much to the amusement of O'Leary who overheard the discussion as they came aboard. Campbell walked the deck all day looking toward the soup factory, and by never saying a word allowed the passengers to draw their own conclusions on ownership of that famous brand.

Oct. 10. It seems too bad Bauder was left behind. As the anchor was winched from the bubbly ooze of the Delaware, as the crowd of school children cheered lustily from the shore, a last look up Pine Street failed to disclose the worthy director. There off League Island the watch spied him, waving a round trip Pennsy ticket and glad, it seemed, to pass up the rougher berth by the sea.

Oct. 13. On the Hoboken dock was life-member Jenkins, rolls of wall paper Ben Franklin-like under both arms, hands gripping paste brushes and an ominous looking bucket. On board, he hied to the galley and applied modernistic motifs. Three ply rope around his person and the foremast stopped further despoilage. Commodore Phillips, asked by a deck hand when to put on hose for washing down deck, said "My good man, put on your hose right after your B. V. D's."

Oct. 20. Off Halifax. Two lengths of rigging line were missed until Radio Officer Farnham and Helmsman Gross were found trolling for cod. A bit rough. "Who are those directors yoo-yooing to?" asked a supervisor from Connecticut.

Oct. 24. Hitting the rapids. The siren was sounded at eight bells. "Who can pray?" asked the First Mate. "I can, sir," pipes up a deck hand. "Then start right in," says the F. M., "we're one life belt short if the Ship goes down."

Oct. 25. The bumps were less evident, Quebec and Montreal floated by. Numerous desertions. Deck chairs, brief cases, pencils, point to a right smart crop of speeches at Milwaukee. Much pacing of the deck, hands behind backs, wrinkled brows, far-away looks.

Oct. 26. Niagara with Small signing on. Watson of Carborundum passed out emery tooth brushes. Groschke of Erie came out, offered to tell how much water, to a quart, passed over the falls. "You're on," says Stanton of N. C., "How many?" "Two pints!" counters Groschke, ducking behind a booby hatch, but not adroitly enough to miss a well directed gull egg, overripe.

Oct. 27. Toronto—and dignified George Brigden as our host in a tour of the technical schools. In a French restaurant one of the passengers asked the waiter, "Why is that dog watching me so

closely?" "Monsieur, it pains him to let you eat from his plate!" So we walked out of there, tout de suite.

Oct. 30. Cleveland. New passengers. Briggs and Roberts of Cleveland with Warner of Columbus, a keen mind in a young body. The party takes on new vivacity with Z. M. Smith and Editor Gregory. Now two tugs bring up stragglers.

Oct. 31. Michigan led by Bedell came on board when we touched Detroit. Seventy sea-sick passengers deserted, visited Ford's new school, met Humberstone, bought model A's, set off at high compression by the lakeshore route. Bon voyage.

Nov. 7. Passed the Straits of Mackinaw, hove to in Traverse Bay to polish our samples and get a glass of fresh water before heading sou-sou-west for Milwaukee.

* * * *

Here the log stops (not soon enough perhaps) —and when next you see the Ship she will have been skidded by vocational students through the streets of Milwaukee to the Auditorium. There, her sails furled, her decks gleaming white, she will rest for your inspection and entertainment. If the crew looks a bit scraggly and blue about the gills, remember it was a long trick.

In keeping with the miniature craze, the Ship will be a 1-8-inch-to-the-foot model, with the sensation of sea by a rocking chair, and the spray in the face issuing from an attendant's syringe. Miniature sailing will be the vogue and imagination a necessity.

If the A. V. A. ever goes into session on Pikes Peak or in Albuquerque it is going to be tough navigating, even if Cooley does help us steer a true course.

No where does any group assemble annually whose combined efforts mean quite as much as do the A. V. A. to the future industial progress of America. You men represent a link between clear-eyed youth and industry. As your ideas inspire these young men with greater ambitions, as your guidance saves them errors and heartaches, to that degree does each of you exert a force for constructive growth.

To us in the Ship, the A. V. A. means much. There is a closer friendship, an interest that vaults the buying and selling of so many cans of paint, or dozens of tools, or fonts of type. You are more like partners. The future of all of us in that youngster who reads his first blue print this fall, or the girl who first learns to make her own dresses. In these youths we visualize all our mistakes forgotten, all our ambitions rebudded, all our dreams coming true when we no longer strut our little corner of the stage.

Through your efforts these future citizens will have wider opportunities—more time for self-expression and constructive leisure. They will be better prepared to apply their brain and brawn to the satisfaction of their souls.

Go to Milwaukee whether you have to drive, ride, sail, or fly. Meet other leaders, pass along and receive ideas. See the harbor, visit the vocational schools. Look over the new tools and materials in the Ship's hold. Listen to Milwaukee music, enjoy Milwaukee food. Friday afternoon come to the Ship entertainment arranged by Second Mate John Claude. Then, Saturday morning buy your goodwill gifts to the folks at home and leave with a renewed assurance in vocational education and a worth while aim in your life's work.

And a air wind and smooth sailing to you, going and returning!

WALDO WRIGHT,
Captain The Ship.

Industrial Education

Continued from Page 36

with the Department of Commerce regulations.

When the single unit state trade school was first organized, it was necessary to secure the cooperation and support of the various organizations employing labor. These included the State Press Association, the State Plumbers' Association, the State Contractors' Association, etc. This was accomplished by attending the state meetings and explaining the program. Excellent cooperation has been received from all of these organizations. They send their employees to the school and they also correspond with the school to secure help in the various trades. Because of this tie-up with the employers of skilled labor fully 75 percent of the students go to work at the trade for which they were trained.

The school has already been a considerable factor in assisting to build certain industries within the state. At the time this school was opened, it was practically impossible to have an electric motor rewound within the state. It was necessary to send it to Minneapolis or Chicago. Now former students of the school operate their own shops or are employed in electrical shops in every town of over 5000 in the state and in many of the smaller communities. It is now possible to have an electric motor rewound by former students of this school within fifty miles of any resident of the state. The school offers a meter-testing course as the last six months of a two-year course in electrical trades and it is the only place in the Northwest for training in this particular trade. The result is that practically every meter tester in North Dakota is a former student of this school. The success of this particular course has broadened out beyond the state of North Dakota so that at the present time the men from the meter testing department are in demand all over the Northwest.

When the original plan was first presented to the legislature it was necessary to do a considerable amount of explaining in order to receive an appropriation, even small in size. In the last two sessions of legislature the appropriations for this particular school have passed the legislature without debate and without a representative of the school visiting the capitol. Appropriations for a large new trades building was secured without opposition. Because of the state having a state owned and controlled educational institution designated as the state Trade School it has been possible to interest the people of the state in this type of education. Any state educational institution naturally receives a certain amount of publicity. The state Trade School because it is unique received more publicity than an educational institution of academic nature. The average man in the state favors very decidedly the idea of training young men to work and he fully realizes that the training for the professions and for the white collared occupations is decidedly overdone. Having a state institution designated as a trade school has raised the dignity of trade training and made both the students and instructors have a considerable more personal pride in their trade or calling. It has a tendency to add more dignity to labor in the eyes of the public. We are perfectly satisfied that because of the state trade school many young men now take up a trade as a life's occupation who would never otherwise consider it. It tends to put trade training on a par with the professions.

Now that the central unit state trade school program is on a definite basis an evening school program for the state has been started. This year the evening school program will start in three of the larger cities. Next year it will be expanded to all of the cities of 5000 or over. In each of these cities the cooperation of the city school board is first obtained and then the cooperation of the contractors and other employers of labor. Because the state trade school is well known throughout the state the cooperation of these organizations is very easy to obtain. They already know of the practical nature of the state program in many cases thru direct contact and employment of its students. In each case the contractors association selects the type of courses most needed and recommends the instructor. The local school board furnishes the room and equipment and pays one-half of the instructors' salary.

CLOCKS $1.40

30-hour guaranteed—from the 2½" bronzed dial with black numerals, in polished brass sash, fits 2¼" opening, 1¾" thick, movement with charming case, drawings included, complete for $1.40—single lots, $1.25—dozen or more, to Gothic shape dials, 8-day. Banjo clock cases and Grandfather clock movements with cathedral chimes and 8-day movements with heavy brass weights and chain wind, listing up to $24.00. The very kind of movements you have been looking for at right prices. Let us send you a sample, too, of the $1.40 movement, and we know you will soon be buying them by the hundreds.

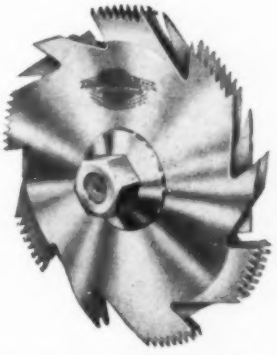
Send for thirty-two page "Idea Book", showing many other projects today; it is the biggest free bunch of ideas, folks tell us, that they have received.

KUEMPEL CO. Department "V" Guttenberg, Iowa

Products *of* The World's Largest Saw Manufacturer

SIMONDS Planer Saws

The smooth cutting saw for general purposes wherever an extra smooth sawn surface is desired. These saws are for cutting-off, ripping or mitering. They are made 6 to 24 inches in diameter.



SIMONDS Dado Head Saws

Dado Head sets consist of the two outside saws and as many inside cutters as may be required for the groove to be cut.
We suggest anyone interested ask for leaflet giving complete details.

SIMONDS SAW *and* STEEL CO.
FITCHBURG, MASS.

Eight Factories - Fifteen Branches

Maryland Vocational Education Association

AFFILIATED WITH THE

American Vocational Association

In recognition of the outstanding work in Vocational Education accomplished by

CHARLES W. SYLVESTER,

as Director of Vocational Education in Baltimore City, 1922-30; as President of the Maryland Vocational Education Association, 1925-26; as Chairman of the Maryland Commission on Civilian Rehabilitation, 1927-28; as President of the Maryland State Teachers' Association, 1928-29; and as Treasurer of the American Vocational Association, 1928-30, the Maryland Vocational Education Association has this day presented him with a

LIFE MEMBERSHIP

in the

American Vocational Association.

Clyde B. Edgerton, President

Nora A. Stoll, Vice President

Elizabeth Gaver, Secretary-Treasurer

Baltimore, Maryland,
October 24, 1930.

M. C. Griffith - 30

The certificate reproduced above and the photograph on the opposite page were received too late to be included with the other Life Membership write-ups in this issue of the News Bulletin.

The hosts of friends of Mr. Sylvester throughout the United States congratulate him on the deserved recognition which his co-workers have accorded him.

CHARLES W. SYLVESTER
Director of Vocational Education, Baltimore, Maryland, and Treasurer of the American Vocational Association. The certificate on the opposite page expresses the esteem in which he is held by his co-workers.

Book Reviews

Continued from Page 35

CARPENTRY MATHEMATICS, by J. D. Wilson and C. M. Rogers. McGraw-Hill Book Co., New York.

This book was developed to meet the needs of those boys in training where carpentry programs are in operation. It was developed with the idea of giving the pupil the necessary mathematics for immediate use as well as a reasonable background in the subject. In order to do this the authors have brought together a great variety of typical problems that need to be solved from time to time in the trade.

Many illustrations consisting of actual photographs and line drawings taken from actual situations are given. The carpenter's method of the solution of problems is adhered to strictly. Many valuable suggestions may be found in the book for all types of woodworking.

—Ammon Swope.

PRINCIPLES OF WOODWORKING, by Herman Hjorth. Bruce Publishing Co., Milwaukee.

This is a complete and exhaustive streatment of the subject of woodworking. The first part of the book is taken up with a discussion of the various hand and machine tools and their care. While the latter part is given to problems of construction including joinery, wood turning, surface decorations, upholstery and wood finishing. One chapter is devoted entirely to the subject of wood while the last chapter is given over to applied projects. Here is one of the most complete books that has appeared recently on the subject. Numerous illustrations and diagrams make it not only a good text but a ready reference work for any woodworking shop. It should be found in all vocational and pre-vocational classes as well as the regular technical high school classes.

—Ammon Swope.

Announcing

AN INTRODUCTION TO VOCATIONAL EDUCATION

By ARTHUR B. MAYS, M. A.,
Professor of Industrial Education, University of Illinois

THE purpose of this book is to introduce the student of education to the major problems and primary aims of vocational education. The emphasis is placed upon the fundamental, and therefore more interesting and important aspects of this field. Particular attention is given to the significant relationships which vocational education sustains to other divisions of formal education and to the economic, social, and political institutions of contemporary society.

An effort has been made to present this material in such a manner as to be of interest to the lay reader, as well as to the college student of education, or the experienced teacher.

You are invited to write for a more complete account of this book

THE CENTURY CO.
353 Fourth Avenue New York
2126 Prairie Avenue Chicago

Who Selects Your Textbooks?

Regardless of the answer, YOU will be interested in examining

GENERAL BUSINESS SCIENCE

by Lloyd L. Jones and Lloyd Bertschi

Said by hundreds of teachers and business men to be the outstanding contribution to the field of junior business training literature.

For eighth or ninth grade classes

Free examination copies will be sent to accredited school executives.

Address our nearest office

The Gregg Publishing Company

New York Chicago San Francisco Boston Toronto London

The Milwaukee Convention

Continued from Page 9

a. Extent to which schools are making use of advisory committees in industry.

b. Extent to which schools are rendering service to industry in such matters as:

(1) Research
(2) Advice on special problems
(3) Development of industrial morale
(4) Improvement of industrial practices

c. Character and extent of foreman training program.

d. Extent to which men from industry participate in industrial education meetings sponsored by vocational school people.

e. Extent to which people in the field of vocational education participate in meetings of industrial groups.

f. Extent to which schools depend upon industry for assistance in such matters as selection and training of teachers, preparation of courses of study, selection of equipment, development of new courses.

g. Extent to which schools cooperate in the development of technical associations or similar organizations of workers.

h. Extent to which cooperative and voluntary part-time courses have been established.

i. Extent to which schools employ specialists to develop industrial contacts.

j. Extent to which teachers return to industry from time to time for the purpose of developing industrial contacts.

2. Discussion of measures that should be taken to promote closer relations between the vocational schools and industry.

a. How can the following agencies best contribute to the development of industrial contacts?

(1) State office
(2) Local schools
(3) Industry
(4) Vocational associations

b. How can publications be made to contribute most effectively to the development of industrial contacts?

Round Table Conferences
State Supervisors of Industrial Education

Wednesday, 2:00 p. m., December 10

THE IN-SERVICE TRAINING OF TRADE TEACHERS FROM THE STANDPOINT OF STATE SUPERVISION

Leader: M. Norcross Stratton, Coordinator, Teacher Training and Supervision, State Department of Education, Boston, Mass.

1. Brief survey of the present situation of the in-service training of trade teachers from the standpoint of state supervision in: (a) day schools; (b) evening schools—each to be considered separately with respect to the following points:

(a) Extent of the training
(b) Character of training
(c) Agencies giving the training
(d) Relation of the state office to the training
(e) Method by which training is given

2. Discussion of methods and improving training of trade teachers in-service involving consideration of such problems as the following:

(a) Limitations of present procedures
(b) Character of service best adapted to meet needs
(c) Problems peculiar to small centers
(d) Problems due to characteristics of teachers
(e) Problems due to aims and character of subject matter of the school

f. Problems due to the demand for courses that qualify for college degrees.

Plumbing and Steam-fitting Instructors' Conference

Room 124, Milwaukee Vocational School

Saturday, 9:00 a. m., December 13

Chairman: John Shanahan, Chairman Apprenticeship Committee, National Association Heating and Piping Contractors, New York City.

Round Table Discussion

A forum for the discussion of practical every-day problems encountered by plumbing and steam-fitting instructors and vocational school supervisors and administrators. Such problems as the introduction of welding into the industries, its effect upon training programs in schools and how best to meet the needs created will be discussed. Other problems of how best to get cooperation from industry in the organization and successful maintenance of training programs for apprentices and journeymen; the respective responsibilities of employer, labor and the school; classroom and school shop organization; types of successful training programs; and sources of teaching aids and available instruction materials will be discussed.

"THE SHIP" PROGRAM

"The Ship" program will occupy the full time of Friday afternoon, December 12. No other meeting will be scheduled to conflict with this interesting program, which will be held in the Main Arena of the City Auditorium.

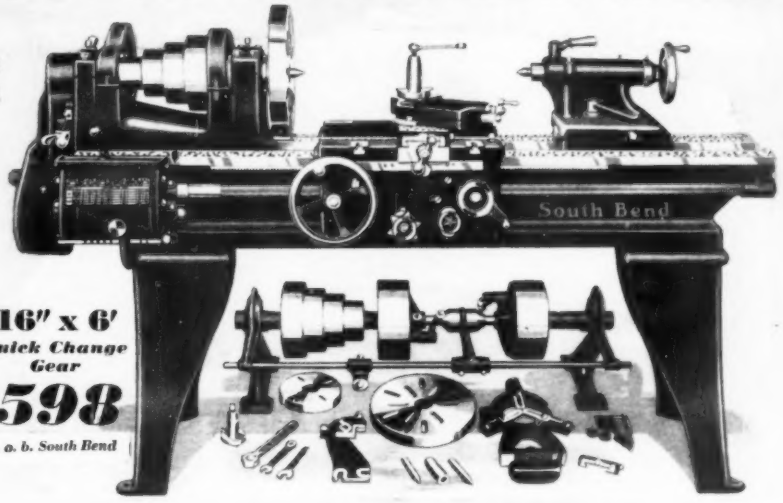
MIDWEST TEACHERS BUREAU Secures High School and College positions for Vocational Teachers Coast to Coast

KANSAS CITY, KANSAS — SOUTH BEND, INDIANA

NEW MODEL SOUTH BEND LATHES

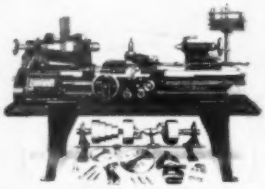
Back Geared, Screw Cutting
PRECISION LATHES
for use in

Manufacturing Plants
Tool Rooms
Machine Shops
General Repair Shops
Marine Shops

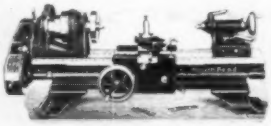


16" x 6'
Quick Change Gear
$598
f. o. b. South Bend

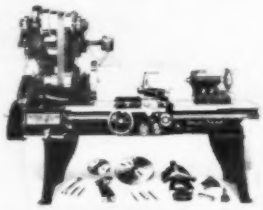
Countershaft and lathe equipment included in price



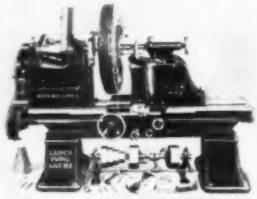
16" x 6' New Model Tool Room Lathe with Tool Room Equipment **$842**



9" x 3' New Model Junior Bench Lathe with Countershaft and Equipment . . . **$169**



18" x 8' Silent Chain Motor Driven Quick Change Gear Lathe with Motor . **$1049**



36"x6' Large Swing Standard Change Gear Lathe with Countershaft and Equipment . . **$688**

Train with the Lathe Used by Industry

Outstanding leaders in every field of American Industry use South Bend Lathes. These well-known firms are recent purchasers:

American Tel. and Tel. Co.
General Electric Company
General Motors Corporation
International Harvester Co.
National Cash Register Co.
New York Central R. R. Co.
Olympic Steamship Company
Pratt and Whitney Aircraft Co.
Radio Corp. of America

More than 50,000 South Bend Lathes are being used in 78 countries.

New Model South Bend Lathes are carried in stock by machinery dealers in all principal cities. They may be examined there, or at any of the 1500 schools where they have been selected as standard equipment.

The 1930 New Model South Bend Screw Cutting Engine Lathe is built in 96 sizes, 9" to 18" swing, 3' to 12' bed length, a type for every industrial and school requirement.

Tool Room Lathes
Gap Bed Lathes
Brake Drum Lathes
Bench Lathes
Countershaft Driven Lathes
Motor Driven Lathes
Quick Change Gear Lathes
Standard Change Gear Lathes

Instructors are invited to ask about our Machine Shop Course.

Send for a free copy of General Catalog No. 91-A.

Established 1906

Lathe Builders for 24 years

South Bend Lathe Works

488 East Madison Street
South Bend, Indiana, U. S. A.

New McGraw-Hill Books

Instruction Manuals for Paper Hangers

Unit I—
Paste-table Work and Hanging Simple Patterns

Prepared by CLAUDE H. EWING, Head of the Painting and Decorating Department, Washburne Apprentice School, Chicago. *McGraw-Hill Vocational Texts. 60 pages, 6 x 9, paper, 28 illustrations*.....$ .75

This manual is designed to serve the beginner in the trade in the hanging of simple patterns. It covers the tearing, pasting, and trimming of paper, the handling of the paper at the paste table, the hanging of both short and long strips, the use of the tools, and all other fundamental procedures which the paper-hanger should know.

Planning Your Future

By GEORGE E. MYERS, Professor of Vocational Guidance, University of Michigan; GLADYS M. LITTLE, Assistant Principal, Cleveland Intermediate School, Detroit, and SARAH A. ROBINSON, Girls' Counselor, Hutchins Intermediate School, Detroit. *417 pages, 5½ x 8, illustrated* $1.50

Definiteness is the keynote of the book. The advice given is not in terms of vague inapplicable generalizations but rather of local occupational opportunities as the student may apply them in making his choice. The laboratory method is employed in the presentation of the subject. The material has all been thoroughly tried out in the junior high schools of Detroit. It is practical and teachable.

Mathematics for Electricians

By MARTIN H. KUEHN, Instructor of Mathematics, Seneca Vocational High School, Buffalo, N. Y. *McGraw-Hill Vocational Texts. 220 pages, 5½ x 8, illustrated*.....$1.75

The purpose of this book is to combine in a single volume practical electrical problems with the study and explanation of the mathematical principles used in solving these problems. Accordingly, the book covers elementary algebra quite thoroughly and introduces the fundamental principles of trigonometry as far as the use of the natural functions of angles in the solution of right triangles.

Guiding Rural Boys and Girls

By O. LATHAM HATCHER, President, Southern Woman's Educational Alliance. *Mc-Graw-Hill Vocational Texts.* 326 *pages, 5½ x 8*.....$3.00

This book presents practical, adjustable programs bringing the fundamental techniques and values of educational and vocational guidance within the reach of all types of rural schools.

Everyday Arithmetic for Printers

By JOHN E. MANSFIELD, Head of the Department of Printing, Wentworth Institute. *McGraw-Hill Vocational Texts. Second edition. 131 pages, 5½ x 8*.....$1.50

A manual of instruction in applied arithmetic for students and users of printing. The book covers all types of printing calculations. It includes helpful methods for estimating practically all items pertaining to the printed product. Each chapter presents an outline of the tpoic under discussion with a number of problems for the student to solve.

My Life Work *Series*

By ROBERT L. COOLEY, Director of Vocational Education, Milwaukee, Wisconsin; ROBERT H. RODGERS, Chief, Division of Vocational Teacher Training and Research, Milwaukee Vocational School; and HARRY S. BELMAN, Research Assistant, Division of Vocational Teacher Training and Research, Milwaukee Vocational School.

4 books.....$6.00
Building and Metal Trades. *218 pages, 5½ x 8, illustrated*.....$1.75
Printing and Servicing Trades. *166 pages, 5½ x 8, illustrated*.....$1.50
Office and Store Occupations. *152 pages, 5¼ x 8, illustrated*.....$1.50
Representative Industries. *241 pages, 5½ x 8, illustrated*.....$1.75

Here is a series which undertakes to analyze each of the trades, store and office occupations and industrial jobs for the inquirer. What is the nature of the work? What are the requirements and opportunities? Am I particularly well fitted for the job? These are just representative of the many questions which are answered authoritatively and methodically in these books. They are soundly based upon close and intimate surveys of the several fields.

Civics and Industry

By DEWITT S. MORGAN, Head of the Department of Social Studies, Arsenal Technical Schools, Indianapolis and OKA S. FLICK, Instructor in Economic and Industrial History, Arsenal Technical Schools, Indianapolis. *McGraw-Hill Vocational Texts. 288 pages, 5½ x 8, 25 illustrations*.....$2.00

This book aims to promote understanding of the service of government to industry and of the relation between industrial and civic welfare. It interprets in a readable way the significant facts of economic organization and analyzes each element in industry so as to create an understanding which will contribute economic questions. It is intended as a text for junior and senior high school students and also for use in teacher-training classes.

Send for copies on approval

McGRAW-HILL BOOK COMPANY, Inc.
370 SEVENTH AVENUE Penn Terminal Building NEW YORK